

This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

# Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + Refrain from automated querying Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

# **About Google Book Search**

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at http://books.google.com/



ADVANCED

RATIONAL SPELLER.

Day

Bend H. Sanbork & Co.





THE GIFT OF

WILLIS ARNOLD BOUGHTON

CLASS OF 1907

1

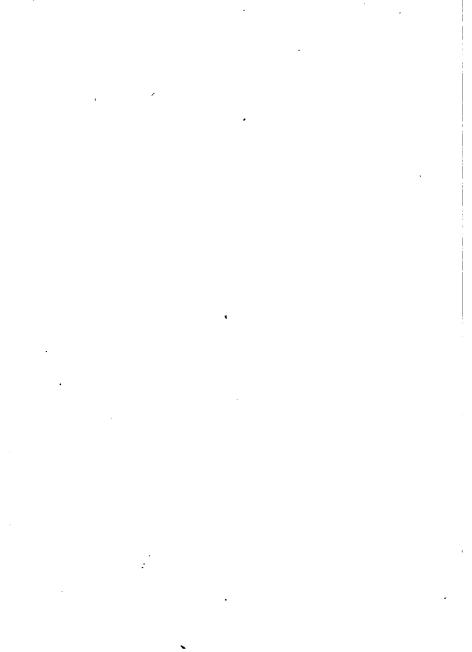


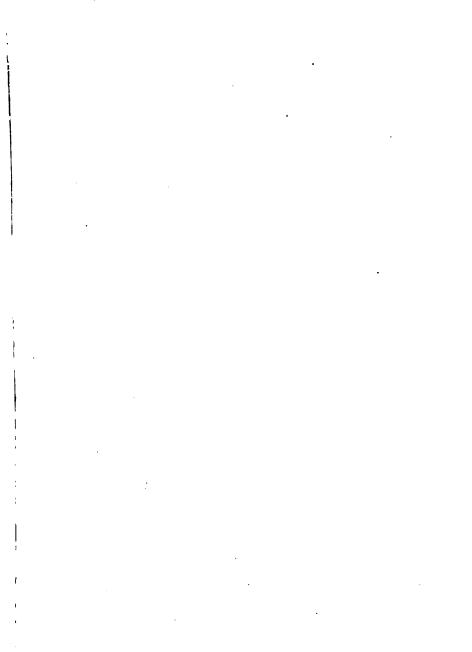


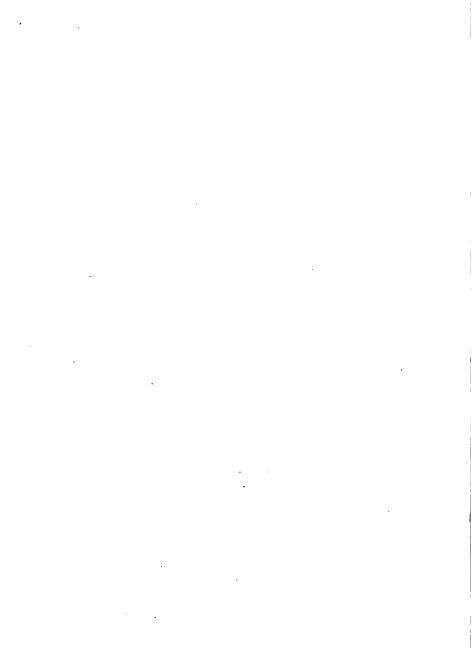


3 2044 097 075 667 21 4610CT 10

OF EDUCATION OF CITY OF WAY A TEE







# AN ADVANCED RATIONAL SPELLER

# FOR THE HIGHEST GRAMMAR CLASSES AND SECONDARY SCHOOLS

BY

# IDA M. DALY

SENIOR TEACHER OF ENGLISH, THE EASTERN HIGH SCHOOL, WASHINGTON, D.C.

ού πόλλ' άλλὰ πολύ

BENJ. H. SANBORN & CO.

BOSTON NEW YORK CHICAGO

1904

Educt 759.04.316

MIGH A. Boughton

COPYRIGHT, 1902, BY IDA M. DALY.

Standope Press
F. H. GILSON COMPANY
BOSTON, U.S.A.

# PREFACE.

THE only excuse for imposing another speller upon the public is its necessity. Spelling-books as a rule deal with words that pupils might misspell, or perhaps should misspell, but which in fact they do not. A few words taken at random from the second lesson of a very good speller will serve to illustrate the point. Chirography, chirurgery (marked obsolete in Webster's International), chirology, chiromancy, crinoid, crinal, primordial, climatology, are all very good words in their way, but unfortunately they are used by few pupils, who, if they use them intelligently, generally know how to spell them; meanwhile the rank and file are misspelling, description, separate, stratagem, enemies, to, too, benefiting, privilege, thus violating well known rules of spelling and derivation.

The necessity of the use of a speller containing words frequently misspelled, supplemental to the regular text book, has called into existence The Advanced Rational Speller. The Advanced Rational Speller is a three years' record of the misspelled words in all subjects pursued at the Eastern High School, Washington, D.C. The book is designed for use in the high school and the grades immediately below it. As may be seen at a glance, the words are simple, from the vocabulary of

the pupils in the grades below the high school, and are those for the most part that may be spelled in conformity with simple rules of spelling and philology. The record develops the fact that pupils enter the high school misspelling such words as description, separate, enemies, countries, too, two, turns, employ, until, truly, losing, seize, receive, believe, friend and scores of similar ones, which have been in their vocabulary for a long time previous to admission to the high school. A similar investigation of spelling in the colleges would produce somewhat similar results. High schools and colleges have a way of thinking that spelling is not in the curriculum. Many college graduates have been heard to say that they have never known a rule for spelling. The record of misspelled words referred to above shows little knowledge of spelling rules. Some spellers contain rules at the end of the book, a fact that may explain the lack of knowledge of rules; for the end of the book, as is well known, is seldom reached. The Advanced Rational Speller places the rules in the order of greatest need, as developed by the record of words misspelled during the first term after admission to the high school. The results are surprising: the average teacher would not say a priori that the spelling rules most often violated are the obviously simple ones for doubling the final consonant, dropping the final e and changing the final y into ies for the plural; but such are the facts as developed by the record referred to above. By placing the rule in the middle of a group of words an attempt has been made to develop the rules

inductively, then to have them applied deductively. A grave error in all inductive development work is that it ends usually with the generalization, without supplementing the inductive work by hard and fast deductive clinching in the application of the rules.

Only those rules and exceptions are given that the record shows to be necessary. In event of an exception affecting only a few words, it has been thought best to learn the words individually: for one of the objections to the learning of spelling rules is that the rule with its many exceptions, instead of aiding the pupil, serves only to confuse him.

In addition to the help of the spelling rule, the assistance of derivation is called in. The word is analyzed whenever analysis helps; many derivatives from the same root are grouped, as are many words with similar prefixes or suffixes; the foreign root is given when a help; when all philological association fails the system of mnemonics is appealed to. In fact, all known practical aids resorted to in the schoolroom in the struggle for correct spelling are called into requisition.

The spelling record having been made up by the diligent search for misspelled words on pupils' papers by the teachers of mathematics, physics, chemistry, botany, zoölogy, foreign languages and English, these words, comprising a wide range of commonplace vocabulary, will be grouped under their respective heads.

The necessity for drill in spelling is seen in the fact that certain words, i.e., description, separate, privilege, principal, principle, benefit, are misspelled term after term, year after year, by the same pupil, after special individual practice, philological appeal and even severe discipline. It has been the privilege of the writer to follow one pupil through the four years' course of English with the one word benefiting, only to be compelled to explain the derivation and the rule for doubling ten times to the same individual during the fourth year. This is not exaggeration, but a recorded fact, which is told only to illustrate the fact that if there is a royal road to spelling except through the old grist-mill, the writer has yet to learn it.

Correct spelling cannot be gained through the spellingbook alone. The dictionary habit must be cultivated. The Advanced Rational Speller aims to present only commonly misspelled words. No spelling-book can contain all the words of special vocabularies, the special vocabulary of one year differing from that of the next. The change in the English course from De Quincey's "Revolt of the Tartars" to Parkman's "Braddock's Defeat" necessitates a change of the spelling from "Koulagina" to "Monongahela." In addition to the spelling text book in the hands of the pupils every teacher should make a progressive spelling-book of his own. All words misspelled should be written correctly by the pupils misspelling them, upon a spellingboard reserved for the purpose, and should be copied by the pupils in a spelling note-book, from which special spelling lessons should be given from time to time.

Eternal vigilance is the secret of good spelling as it

is of good discipline, for spelling, after all, is mainly a matter of discipline. There should be such a scrutiny of written matter that every pupil is called to account for every word that is misspelled. He should becompelled to look for it in the dictionary, put it on the spelling-board, record it in his note-book, practice it a number of times, write the rule involved, derive it, write it in sentences and above all should feel the seriousness of the offense so as to wish to avoid it in the future by frequent consultations of the dictionary. When pupils leave college, misspelling such words as coming, siege, transferred, it means a lack of such individual criticism throughout the grades, the high school and the college.

There have been no words introduced in The Advanced Rational Speller that have not been found on pupils' papers, it being thought wiser to concentrate efforts upon words really misspelled, inasmuch as the record shows over two thousand of these. Human nature runs in grooves. It insists upon misspelling the same words in very much the same way, — separate, seperate; description, discription; benefit, benifit; though all reason be lined up on the other side. These words that, despite drill, appear again and again on the record are made to appear again and again in the reviews of The Advanced Rational Speller.

Thanks are due the Principal and Faculty of the Eastern High School, through whose painstaking efforts in this research such a record of words as this has been made possible, and whose united battling in the cause of good spelling and ready encouragement and sympathy at all times have made the teaching of spelling a boon rather than a bugbear.

IDA M. DALY.

THE EASTERN HIGH SCHOOL, Washington, D.C. March, 1902.

# PUBLISHERS' NOTE.

WHILE this Speller was prepared, primarily, for the Secondary School, its vocabulary is largely that of the Grammar School. It can be profitably used in the highest classes of the Grammar school, to teach, not language, upon which so many recent Spellers put the emphasis, but spelling. That there is a place for it, recent correspondence with a large number of good schools has satisfactorily proved.

The question of diacritical marks is always a troublesome one to both Author and Publisher of a Speller. After correspondence with a large number of the best schools, East and West, it has seemed best to use them on only such words as are likely to be mispronounced.

# DIACRITICAL MARKS.

Webster's International Dictionary.

# Long Vowel Sounds.

Long a, ā as in āle, fāte, lābor, or e as in they. Long e, ē as in ēve, mēte, serēne. Long i, ī as in īce, tīme, sīght, or ȳ as in bȳ. Long o, ō as in ōld, nōte, rōw. Long u, ū as in ūse, mūte, pūre.

The discritical mark (-) indicates the long sound of the vowel. The name of the mark is the  $m\bar{a}cron$ .

# Short Vowel Sounds.

Short a, ă as in ăm, ădd, făt. Short e, ĕ as in ĕnd, mĕt. Short i, I as in Ill, pĭn, or ÿ as in pithÿ. Short o, ŏ as in ŏdd, nŏt, or a as in watch. Short u, ŭ as in ŭp, tŭb, stŭdy.

The diacritical mark (-) indicates the short sound of the vowel. The name of the mark is the breve.

# Modified Long Vowel Sounds.

- ă, as in senăte, prefăce, delicăte.
- ė, as in ėvent, dėpend, crėate.
- t, as in idea, tribunal, or \$\psi\$ in t\$rannical.
- ō, as in ōbey, tōbacco.
- ù, as in unite, humane

#### Other Vowel Sounds.

â, as in câre, shâre, compâre.

ô, as in ôrb, lôrd, ôrder, or a as in all, awe.

û, as in ûrn, bûrn, fûrl.

ē, as in fērn, hēr, ērmine.

Long Italian a, ä (ah) as in ärm, fär, färther.

Short Italian a, à (ah short) as in ask, grass, dance.

Long double o, o or oo, or u, as in lose, ooze, rule. Short double o, o or oo, or u, as in would, foot, put.

# Diphthongs.

Diphthong oi, or oy  $(\hat{a} + 1)$ , as in oil, boy. Dighthong ow, aw,  $(\hat{a} + 0)$ , as in out, cow.

#### Consonants.

g, as in go, great.

ġ, as in larġe, ġem.

ch, as in church.

k, e, or eh, as in eob, ehyme.

s, ç, or çh, as in façade, chateau.

The name of this diacritical mark (\*) is the cedilla, which indicates soft sound.

th, as in thin, through, breath.

th, as in this, then, though.

ș or z, as in aș, zone.

n, as in no, none, man.

n, as in anger, linger, bank.

x = ks, as in ax.

x = gz, as in example.

The unmarked letter in a digraph is to be taken as if silent, as in break, bread.

A silent letter is sometimes written in italics.

# ADVANCED RATIONAL SPELLER

The principal accent is indicated by a heavy mark ('), and the secondary accent by a lighter mark ('), at the end of a syllable. The members of a compound word are joined by a hyphen.

# LESSON 1.

hop	hop ping	hopped	
shop	shop ping	shopped	shop per
wrap	wrap ping	wrapped	wrap per
drag	drag ging	dragged	
drop	drop ping	dropped	drop per
bag	bag ging	bagged	bag gage
cram	cram ming	$\mathbf{crammed}$	
win	win ning		win ner
swim	swim ming		swim mer
plan	plan ning	planned	

Observe the rule applied in the above words. Monosyllables ending in a single consonant preceded by a single vowel double the final consonant before a suffix beginning with a vowel. Observe the same rule in the following words.

# LESSON i (Continued).

$\mathbf{plot}$	plot ting	plot ted	plot ter
trot	trot ting	trot ted	trot ter
fit	fit ting	fit ted	fit ter
$\mathbf{rob}$	rob bing	robbed	rob ber y
rub	rub bing	rubbed	rub ber
tub	tub bing	${f tubbed}$	
$\mathbf{red}$			red dish

Observe the rule for pronunciation. A vowel followed by a double consonant is generally short. Höpping, tübbing, röbbing would otherwise be höping, tübing, röbing.

# LESSON 2.

oe cur'.	oc cur' ring	oc curred
re fer'	re fer' ring	re ferred
pre fer'	pre fer' ring	pre ferred
trans fer'	trans fer' ring	trans ferred
in fer'	in fer' ring	in ferred
con cur'	con cur' ring	con curred
con trōl'	con tröl' ling	con trölled
ac quit'	ac quit' ting	ac quit ted
in ter mit'	in ter mit' ting	in ter mit ted

Observe the rule as applied in the above words of Lesson 2. Polysyllables accented on the last syllable ending in a single consonant preceded by a single vowel double the final consonant before a suffix beginning with a vowel. Observe further.

LESSON 2 (Continued).

re gret'	re gret' ting	re gret ted	
o mit'	o mit' ting	o mit ted	
e mit'	e mit' ting	e mit ted	
com mit'	com mit' ting	com mit ted	com mit tal
be gin'	be gin' ning		be gin ner
ab hor'	ab hor' ring	ab horred	ab hor rence
com pel'	com pel' ling	com pelled	
de mur'	de mur' ring	de murred	de mur' rage
im pel'	im pel' ling	im pelled	
de ter'	de ter' ring	de terred	de ter rent
re pel'	re pel' ling	re pelled	re pel lent
ex tol'	ex tŏl' ling	ex tolled	-

Combine the rules of Lessons 1 and 2 in one rule. RULE I. — Monosyllables, and polysyllables accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

# LESSON 3.

suf fered
of fered
mer it ed
broad ened
red dened
ng de vel oped
g con quered

# LESSON 3 (Continued).

Make an observation from the above words. The accent is not on the final syllable. The rule still applies. Polysyllables not accented on the last syllable ending in a single consonant preceded by a single vowel do not double the final consonant before a suffix beginning with a vowel. Observe further.

ben'e fit sum'mon	ben' e fit'ing sum' mon ing	ben e fit ed sum moned
mod'el	mod'el ing	mod eled
. ,	(mod' el ling allowed)	(mod elled allowed)
re mod'el	re mod'el ing	re mod eled
ban' quet	ban' quet ing	ban quet ed
ap par'el	ap par'el ing	ap par eled
jar' gon	jar' gon ing	jar goned
e' qual	e' qual ing	e qualed
_	(e'qual ling allowed)	(e qualled allowed)
kid'nap	kid' nap ing	kid naped
	(kid'nap ping allowed)	(kid napped allowed)

# LESSON 4. - Review.

be gin ning	of fered
ben e fit ing	oc curred
win ning	suf fered
stopped -	trans ferred
red dish	pre ferred
red dened	im pel

# LESSON 4 (Continued).

re fer ring		$\mathbf{com} \ \mathbf{pel}$
de vel op ing		im pel ling
suf fer ing		de murred
con trol ling		com mit ted
ac quit tal	•	ac quit ted
wrapped		hop ping
planned		drop ping
re pel		ex tol ling

# LESSON 5.

hope		hop ing	
come		com ing	
plane		plan ing	planed
tube	•	tub ing	
tune		tun ing	
owe		ow ing	
write		writ ing	•
lose		los ing	
loose		l <del>oo</del> s, ing	<sup>*</sup> loosed
prove	-	prov ing	proved
dice		di çing	diced
re ceive		re ceiv ing	re ceived
close		clos ing	closed
dine		din ing	dined
de clare		de clar ing	de clared
no tice		no ti cing	no ticed
lure		lu ring	lured
place		pla cing	placed
prize		priz ing	prized
			_

LESSON 5 (Continued).

hate	hat ing	hat ed	
rise	ris ing	ris en	
love	lov ing	loved	lov a ble
be lieve	be liev ing	be lieved	

Observe the rule applied in the above words. Rule II.—A final silent e is dropped before a suffix beginning with a vowel. Observe further.

pro cure	pro cur ing	pro cured
nau se ate	nau se a ting	nau se a ted
note	not ing	not ed not a ble
res cue	res cu ing	res cued
crit i cise	crit i ci sing	crit i cised
de base	de bas ing	de based
ne ces' si tate	ne ces' si ta ting	ne ces si ta ted
ex er cise	ex er ci sing	ex er cised
de scribe	de scrib ing	de scribed
per se vere	per se ver ing	per se vered
pur sue	pur su ing	pur sued
pil lage	pil la ging	pil laged
post pone	post pon ing	post poned
con duce	con du cing	con duced
de vise	de vis ing	de vised
re lieve	re liev ing	re lieved
fas ci nate	fas ci na ting	fas ci na ted
de sire	de sir ing	de sired de sir a ble
gāuge	gāu ging	gauged
per ceive	per ceiv ing	per ceived

# LESSON 5 (Continued).

shine	
ap prove	
ad vise	
pŏl lūte	
in cite'	
al lūde	
bap tize	
cease	

# shin ing ap prov ing ad vis ing pŏl lūt ing in cit ing al lūd ing bap tiz ing ceas ing

shined
ap proved
ad vised
pol lüt ed
in cit ed
al lüd ed
bap tized
ceased

# LESSON 6.

dis cours' ing
ag gra va ting
dis guis ing
jour nal i zing
ag gre ga ting
ag i ta ting
per suad ing
di vid ing
em bra cing
pre par ing

dis pens ing
ag o ni zing
al le' vi a ting
dis solv ing
rec' og ni zing
em pha si zing
dis suad ing
mac ad' am i zing
en ti cing
en dur ing

pre sā ging
be sie ging
bap tiz ing
dī ver' ging
mag net i zing
ob serv ing
ex cit a ble
chas ten ing
re ceiv ing
choos' ing

# LESSON 7.

con cēd'ing pros e cu ting se crēt'ing sum ma ri zing shap ing ex am in ing per se cu ting sub dū ing ser e nad ing sup pos ing pre cēd' ing sēiz' ing se cur ing su per sēd' ing wan ing

# LESSON 7 (Continued).

shin y	sur pris ing	thiev ing
ur ging	strik ing	de thrôn' ing
so lil' o quī zing	spir it u al i zing	sys' tem a ti zing
un as sum ing	tyr'an ni zing	ac com mo da ting

# LESSON 8.-Review.

e quipped	ben e fit ed	prov ing
com ing	loos ing	plān ing
tran quil li ty	ch <del>oo</del> ş ing	plan ning
shin ing	writ ten	writ ing
be gin ning	de vel op ing	ŏc cûr' ring
ben e fit ing	lov a ble	ŏf' fered
skim ming	din ing	oc curred
los ing	mov a ble	pro cūr' ing
ban quet ing	trans ferred	sum moned
con trol ling	suf fered	ac quit tal
din ing	win ning	fas ci na ting
ow ing	hop ping	hop ing
pre ferred	o mit ting	de sir a ble
ex cit a ble	pur su ing	com mit ting
blam a ble	tam a ble	bap tiz ing

# LESSON 9.

# Exceptions to Rule II, Lesson 5.

# EXCEPTION 1.

change a ble	cour a geous	no' tice a ble
charge a ble	ad van ta geous	trace a ble
dam' age a ble	out ra geous	peace a ble

# LESSON 9 (Continued).

Words ending in ge or ce retain the e before a suffix beginning with a or o to preserve the soft sound. C and g are soft before e, but hard before a and o. Observe further.

mar riage a ble	un man age a ble	ser vice a ble
dis ad van ta' geous	dis cour age a ble	ven geance
um bra geous	en force a ble (also	en for ci ble)

#### EXCEPTION 2.

die	dy ing
lie	ly ing
hie	hy ing
vie	vy ing
tie	ty ing
un tie	un ty ing

Observe in the above words a second exception to Rule II.

Words ending in ie drop the e and change the i into y to avoid the doubling of the i.

# OTHER EXCEPTIONS.

hoe ing	mile age	swinge ing
shoe ing	tinge ing	a gree a ble
dye ing	singe ing	dis a gree a ble

# LESSON 10.-Review.

com ing	be gin ning	a gi ta ting
no tiçe a ble	prac'ti ea ble	l <u>oş</u> ing
sep a ra ting	change a ble	peaçe a ble
pre ced ing	mu ti la ting	ow ing
ben e fit ing	con cil i a ting	loos ing
oc curred	ne ces si ta ting	stopped
su per sed ing	ac quit tal	crit i ci sing
com mit ted	shin y	se cret ing
con ced ing	blam a ble	lov a ble
des' pi ca ble	strik ing	sub dū ing
mov a ble	ir rec on cī' la ble	e rad'i <del>e</del> a ble
ab bre vi a tion	ab'so lū' tism	tam a ble

# LESSON 11.-Rule III.

re ceive	re ceipt
per ceive	ceil ing
con ceive	con ceit
de ceive	de ceit
ceil	de ceit fu

State the rule applied above, — "E follows c when the sound of the diphthong is  $\bar{\mathbf{e}}$ ." A way to remember it is to think that pronouncing c prolonged makes c-e.

be lieve	be lief	niece	piece
brief	siege	be siege	be sieged
$\mathbf{w}ield$	yield	re lieve	re lief
grieve	ag grieve	griev ous	grief

State of being.

# LESSON II (Continued).

chief	chief tain	pierce	fierce
lief	shriek	frieze	field
shield	re trieve	re prieve	sor' tie
thief	thieve	thiev ing	thieved

State the rule as applied above, — "I follows all other letters than c when the sound of the diphthong is ē." The following words are exceptions to the rule: weird, seize.

# LESSON 12.-Review.

con ceit	yield
fierce	be sie ging
be siege	thief
re ceipt	per ceive
thiev ing	wield .
de ceit	chief
niece	field
shield	chief tain
sei zure	re lief
ag grieve	de ceit ful
ceil	frieze
	fierce be siege re ceipt thiev ing de ceit niece shield sei zure ag grieve

# LESSON 13.-Rule IV.

Quality of being.

• • •			
mean ness = mean + ness	keen ness	= keen	+ ness
lean ness = lean + ness	even ness	= even	+ ness
plain ness = plain + ness	stub born nes	s = stub bor	n + ness

### LESSON 13 (Continued).

State the rule applied above, — "The final letter of a word or prefix is usually retained before the same letter in the suffix or root." Observe further:

		Noun.	. 1	djec-	Ad- verb.
ac ci den tal ly	= a	ci aent	+	ai +	· 1 <b>y</b>
o rig i nal ly	= 01	i gin	+	al +	· ly
ex cep tion al ly :	= ez	cep non	+	al +	· ly
in ci den tal ly	= in	ci dent	+	al +	ly
oc ca sion al ly	= 00	ca sion	+	al +	· ly
al ge bra ic al ly	= al	ge bra ic	+	al +	ly

Tell from observing the above words how adverbs are formed. "Some adverbs are formed by adding ly to adjectives." Hence accidentally = accidental + ly, not accident+ly. Observe further:

re spect ful ly	dis re spect ful ly	ir rev'er ent ly
for mal ly	for mer ly	dū ti ful ly
skill ful ly (also	reg u lar ly	per pen dic u lar ly
skil ful ly)	•	
e'go tis'tic al ly	psy'cho log' ic al ly	chron' o log' ic al ly
spir it u al ly	spright ly	stri king ly

# LESSON 13 (Continued).

tact ful ly	se cret ly	smooth ly
spe cial ly	ti nan' i mous ly	vig or ous ly
wool ly	tran quil ly	tė nā' cious ly
thor ough ly	sim i lar ly	tÿ ran' nic al ly

# LESSON 14.

rig id ly	gra cious ly	hỹp'o crit'ic al ly
phys ic al ly	fi nal ly	par tial ly
ghast ly	gen er al ly	ghost ly
gram mat ic al ly	hy ster'ic al ly	for mal ly
pub lie ly	hur ried ly	fa mil iar ly
di ag' o nal ly	dex ter ous ly	ar ti fi cial ly
e ven tu al ly	in ter nal ly	nat u ral ly
lon gi tū'di nal ly	mu tu al ly	hor i zon tal ly
i den tic al ly	col lõ' qui al ly	drunk en ness
o pen ness	thin ness	sul len ness

# LESSON 15. - Rule V.

mere ly	pale ness	safe t <del>y</del>
se rene ly	en tire ly	ex treme ly
ar range ment	love ly	lone ly
lone some	like ly	def i nite ly

State the rule as applied above, — "Final silent e is retained before a suffix beginning with a consonant." Final silent e is dropped only before a suffix beginning with a vowel, Rule II. Observe further;

# LESSON 15 (Continued).

im me di ate ly	de range ment	sep a rate ly
pro por tion ate ly	se rene ly	ag gran'dĭze ment
clăn dĕs' tĭne ly	ap pro pri ate ness	con cise ness
com par a tive ly	sin cere ly	base ness

#### EXCEPTION 1.

tru ly	= true + ly
du ly	= due + ly
aw ful	= awe $+$ ful
ar gu ment	t = argue + ment

State the exception observed above, — "Final e preceded by a vowel is dropped in the above words before a suffix beginning with a consonant."

# LESSON 16.—Review.

cru el ly	mean ness	safe ty
keen ness	for mal ly	tru ly
lone ly	plain ness	love ly
mere ly	ac ci den tal ly	live ly
sim i lar ly	drunk en ness	gram mat ic al ly
al ge bra ic al ly	du ly	for lorn ness
ar gu menț	ar range ment	for mer ly
per pen dic u lar ly	def i nite ly	stub born ness
reg u lar ly	ar gu men ta tive	aw ful

# LESSON 16 (Continued).

im me di ate ly	chron o log ic al ly	real ly
com par a tive ly	ag gran dize ment	in ci den tal ly
sep a rate ly	oc ca sion al ly	o rig i nal ly
ac tu al ly	ap par ent ly	de fense less
e lope ment	en tire ly	meas ure ment
life less ness	sole ly	clan des tine ly

# LESSON 17.-Rule VI.

bus y	bus i ly	clĕan ly	clĕan' li ness
eas y	eas i ly	like ly	like li hood
speed y	speed i ly	friend ly	friend li ness

State the rule as applied above, — "Final y preceded by a consonant is changed into i before a suffix."

bus i ness	co zi ly	love li ness
lone li ness	heav i ly	or di na ri ly
em bod i ment	ac com pa ni ment	pit i ful
ho li est	la dies	dai sies
hap pi ly	bus i er	gid di ly
gid di er	a bil i ties	has ti ly
hap pi er	stud ies	greed i er
craf ti ness	read i ly	live li ness
fan ci ful	read i ness	jol li ty

# LESSON 17 (Continued).

# EXCEPTION 1.

car'ry ing	stud <b>ў'</b> Ing	hur'ry ing
ber'r <del>y</del> ing	fan'cy ing	re ply'ing

State the exception observed above, — "Final y before a suffix beginning with i is retained to prevent the doubling of the i."

# LESSON 18. - Rule VII.

al most	=	all	+	most	al ready	=	all	+	ready
al though	=	all	+	though	al ways	=	all	+	ways
skill ful	=	skill	+	full	use ful	=	use	+	full
ful fill	=	full	+	fill also ful fil	aw ful	_	awe	+	full

State the rule as applied above, — "A prefix or suffix ending in 11 generally drops one 1 in derivative words."

use ful ness	fan ci ful	el bow
skill ful ness	un til	wel come
with al	al bē'ĭt	wel fare
al to geth er	ful fill ment or	beau ti ful
	ful fil ment	
aw ful ness	fan ei ful ness	dis re spect ful
scorn ful	re spect ful	respectful ness
dis tress ful	suc cess ful	un suc cess ful
wo ful or woe ful	dis re spect ful ness	joy ful
fear ful	mer ci ful	plen ti ful
hope ful	health ful	health ful ness
un health ful	truth ful	help ful
help ful ness	faith ful	faith ful ness

# LESSON 19.-Rule VIII.

dis ap pear = dis + ap pear dis ap prove = dis + ap prove + ap prove + ap prove

dis ap point = Not appoint + ap point

wrongly appropriated mis ap pro pri at ed = mis + ap pro pri at ed

mis un der stand = mis + un der stand

 $\text{mis ap ply} \qquad \begin{array}{r} \text{Wrongly} \quad \text{apply} \\ = \text{mis} + \text{ap ply} \end{array}$ 

State the rule applied above, — "The prefixes dis and mis do not double the final s before a root." If the root begins with s Rule IV. applies.

dis a gree dis ap pear ance dis as ter dis crim i na tion dis o bey dis burse ment dis crep' an cy dis as trous dis o be di ence mis em ploy mis ap pre hend mis ed u cate dis solve dis sim u la tion dis arm dis'so nance dis heart en dis in fect ant dis hon or dis hon or a bly dis hon est dis persed dis bursed dis re spect ful dis sec tion dis sem i nate dis sent dis si pate dis suad'ing dis sen sion mis hap' mis spell mis judge mis guide mis take mis call mis cal cu late mis state dis sat is fy dis sem bler mĭs'chie vous mis chief mis con'strue mis de mean'or dis so lu tion

# LESSON 20.-Rule IX.

oath	oaths	turn	turns
wag on	wag ons	re turn	re turns
cloth	cloths	em ploy	em ploys
spark	sparks	ab sorb	ab sorbs
e qual	e quals	de stroy	de stroys

State the general rule for forming the plural of nouns and the present singular of verbs. "The plural of most nouns and the present singular of verbs are made by adding s to the word.

u surp	u surps	đi lem ma	di lem mas
ax i om	ax i oms	ac cord'	ac cords
	ad heres		
ad here	au neres	ac cept	ac cepts
an te ced ent	an te ced ents	bu <b>re</b> au	bu reaus
in ci dent	in ci dents	ac ci dent	ac ci dents
cre den tial	cre den tials	for tune	for tunes
sĭm'ĭ lŧ	sĭm' ĭ lės	lab y rinth	lab y rinths
plė be'ian	plė be'ians	plain tiff	plain tiffs
par ti cle .	par ti cles	oat	oats
shoul der	shoul ders	ta per	ta pers
cŏl'ŭmn	col' ŭmns	view	views
wrap	wraps	strat a gem	strat a gems
de vel'op	de vel ops	per form	per forms
au thor	au thors	bäs-re lief	bäs-re liefs
whoop	$\mathbf{whoops}$	vol ume	vol umes
fu gi tive	fu gi tives	con tort'.	con torts'

<sup>1</sup> This applies to the third person indicative only.

# LESSON 21.-Rule X.

ax	ax es	an nex'	an nex'es
ap proach	ap proach es	church	church es
speech	speech es	gas	gas es
box	box es	$\mathbf{fish}$	fish es
mō răss'	mō rās ses	mesh	mesh es

State the rule applied above, — "The plural of nouns and the present singular of verbs are formed by adding the syllable es to the word whose final sound cannot coalesce with s." S will not coalesce with the sound of s, sh, ch, j, x, or z.

de fense	de fens es	ab sence	ab sen ces
priv i lege	priv i le ges	crit i cise	crit i ci ses
vil lage	vil la ges	con se quence	con se quen ces
ac com' plice	ac com' pli ces	glimpse	glimps es
in stance	in stan ces	os' tra cise	os' tra ci ses

# LESSON 22.-Rule XI.

al ly'	al līes'	emp ty	emp ties
cry	cries	coun try	coun tries
sup ply	sup plies	mon'arch y	mon'arch ies
ter ri to ry	ter ri to ries	the o ry	the o ries
oc cu py	oc cu pies	en e my	en e mies

State the rule applied above, —"The plural of nouns and the present singular of verbs ending in y preceded by a consonant are formed by changing y into i and adding es."

#### LESSON 22 (Continued).

ac ces so ry	ac ces so ries	sum ma ry	sum ma ries
di vin i ty	di vin i ties	dy'nas ty	dy'nas ties
bound a ry	bound a ries	en try	en tries
fam i ly	fam i lies	cru el ty	cru el ties
fa cil i ty	fa cil i ties	fal la cy	fal la cies
a nal o ġy	a nal o ģies	ar te ry	ar te ries
as tron o my	as tron o mies	physiol o gy	phys i ol o gies
psy chol o gy	psy chol o gies	e con o my	e con o mies
ca pac i ty	ca pac i ties	com e dy	com e dies
col o ny	col o nies	col' lð quğ	col' lò quies
cen tu ry	cen tu ries	con tro ver sy	con tro ver sies
can o py	can o pies	artificiality	artificialities
anx i e ty	anx i e ties	a pol o gy	a pol o gies
van i ty	van i ties	so lil' o quy	so lil'o quies
shrub ber y	shrub ber ies	proph e cy	proph e cies
prod i ġy	prod i ģies	li bra ry	li bra ries

Note the inflection when the final y is preceded by a vowel.

178			
day	days	mon key	mon keys
gal ley	gal leys	al ley	al leys
jour ney	jour neys	tour ney	tour neys

State the rule as applied above, — "The plural of nouns and the present singular of verbs ending in y preceded by a vowel are formed regularly." See Rule IX.

#### LESSON 23.-Rule XII.

mu lat to	mu lat toes	fo li o	fo li os
ne gro	ne groes	cam e o	cam e os
po ta to	po ta toes	or a to ri o	or a to ri os
to ma to	to ma toes	ĭn tagl'iō	ĭn ta $g$ l $^\prime$ i $f o$ s

State the rule applied above, — "Nouns ending in o preceded by a consonant add es, but preceded by a vowel add s to form the plural." The language generally avoids a succession of vowels.

#### OTHER IRREGULAR PLURALS.

fo cus	fo ci	nū'clė ŭs	nū'clė ī
ph ė nŏm' ė nŏn	phė nŏm'ė na	au tom'a ton	au tŏm' a ta
ba sis	ba sēs	syn op'sis	syn op'sēs
a nal y sis	a nal y sēs	ax is	ax ēs
cri sis	cri sēs	hy poth'e sis	hţ poth'e sēs
ver tex	ver ti cēs	vôr' tĕx	vôr'tĭ cēs

## LESSON 24.-Review.

oaths	wag ons	en e mies
gas es	sparks	an nex es
u surps	speech es	coun tries
gal leys	ne groes	or a to ri os
ver ti ces	oc cu pies	mel o dies
li bra ries	ab sen ces	mo ras ses
cloths	re turns	ap proach es
in stan ces	a nal o gies	po ta toes
to ma toes	al leys	al lies'

# (LESSON 24 Continued).

be stows	em ploys
de vel ops	wraps
o va ries	mo nop o lies
mel o dies	shrub ber ies
ni ce ties	rob ber ies
phe nom e na	he roes
syn op ses	priv i le ges
box es	chur ches
so lil o quies	cen tu ries
Al le gha nies	ju ries
ol i gar chies	anx i e ties
	de vel ops o va ries mel o dies ni ce ties phe nom e na syn op ses box es so lil o quies Al le gha nies

# LESSON 25.

Bene $=$ well.		Facere $=$ to do.		
ben e fac tor :	_	well ben e +		
ben e fac tion :	=	Well ben e +		
ben'e fit er	=			one who

ben e fit ing	ben e fit ed	ben e fi cial
be nef'i cent	be nev o lent	ben e fi ci ar y
ben e fice	be nev o lence	ben e dic tion

What vowel is in the second syllable of all derivative words with the prefix bene?

LESSON 25 (Continued).

The prefix de = down.

Down to write

de scribe = de + scribe (scribere = to write)

Down writing act of

de scrip tion = de + script + ion

Down to build

de stroy = de + stroy (struere = to build)

Down building having the quality

de structive = de + struct + ive

What is the vowel of the first syllable of the derivative words given above? Why?

fi nite 
$$=$$
 fin  $+$  ite  $=$  fin  $+$  ite  $=$  fin  $+$  ite  $=$  fin  $+$  ite  $=$  def i nite  $=$  de  $+$  fin  $+$  ite  $=$  def i ni tion in fin i ty  $=$  af fin i ty  $=$  def i nite ness

What is the vowel of the penult and antepenult of the derivative words above? Why?

Down to hang = de + pend (pendere = to hang) de pend Down hang de pend ent = de + pend + entDown to climb = de + scend (scandere = to climb)de scend Down climbs de scend ant (adj.) = de + scend + antDown climbs one who de scen dant (noun) = de + scend + antDown climbing act of de scen sion = de + scens + ion

## LESSON 26.

be nev o lent	deg ra da tion
ben e fit ing	de stroy ing
ben e fit ed	de struc tive
de fens es	de fend ant
de scen sion	def i nite
in de pend ence	de pend ent
dem' on stra ting	de të' ri o' rate
de vel op	de vel op ment
de fi cien cy	def i ni tion
de ter mine	de ceased
in de fīn' a ble	in def' i nite
	ben e fit ing ben e fit ed de fens es de scen sion in de pend ence dem' on stra ting de vel op de fi cien cy de ter mine

#### LESSON 27.

#### WORDS RELATING TO MATHEMATICS.

Completes that which

com ple ment = comple + ment (complere = to fill out)

having the quality

com ple men tar y = complement + ary

per pen dic u lar ver ti cal hō mol'ō gous per pen dic u lar ly par al lel straight I sŏs' cē lēs trāp'ē zoid tra pē' zī um e qui lat er al e qual e quals

Supplies that which

sup ple ment = supple + ment (supplere = to fill up)

Supplement having the quality

 $\sup ple men'ta ry = \sup plement + ary$ 

rhom bus hy pŏt'ė nūse di vis'i ble prin ci ple rule ad e quate

## LESSON 27 (Continued).

hō mō gē'nē oŭs het er o gē'nē oŭs sim i lar ăl ge bra'ic al ly ex pla na tion an a lyze bal anced cir cum fer ence cō ĕf fi'cient con tig' ti ous con tǐ gū' i tỷ dem' on stra ting di am'e ter dif fer ence in te ger thē' o rem ther mom e ter there fore bi sec tor par al leled pa ren'the sis ad di tion ăl gē brā'ic an gle di men sion eighth e lim i nate e qua tion e quiv a lent fac tor fourth for ty four

#### LESSON 28.

## MATHEMATICS (Continued).

hor i zon tal lon'gi tude men su rā'tion naught pyr a mid re sult ant	in'di cēs lon gi tu'di nal ly mil li me ter plane quan ti ty sca lene	in'te gral math e mat ics mul ti ple pol y gon quo tient scales
seg ment · sym bol	sta tion a ry two	sub trac tion twelfth
•		
ul te ri or	in te ri or	va ry ing
vol ume	pro por tion al ly	a cute
bi no mi al	chord	cyl in der
depth	e qui an gu lar	par al lel'ogram

# LESSON 29. WORDS RELATING TO THE SCIENCES.

ab sorbs	a ce'tic
ad her ence	ad here
ad he sive	ā ē'ri al ¯
al co hol	ăl i men'ta ry
am mo ni a	ăn aĕs thĕt'ic
a nal o gous	an a lyze
a nat o my	an ti sep tic
ap pa rā'tus	ar se nic
a voir du pois	bal loon
bĭ tū'mĕn	blu ish
par af fin	e soph a gus
buoy ant	căp'il la ry
cap sules	car bon ate
cen ti me ter	chlo ro form
chlo ride	chā ŏs
com pres si ble	crys tal
de o dor ize	duc tile
ef fer vesce	ef fer ves cent
	ad her ence ad he sive al co hol am mo ni a a nal o gous a nat o my ap pa rā'tus a voir du pois bǐ tū'mēn par af fin buoy ant cap sules cen ti me ter chlo ride com pres si ble de o dor ize

# LESSON 30.

# SCIENCES (Continued).

e lec trŏl'y sis	el e ment	e qui lib' ri um
es sence	es sen tial	ė the rė al
fil'a ments	fil trate	flex i ble
fo li age	freeze	fŭl' crŭm
hāb'ī tāt	h <del>y</del> dro chlo'ric	ĭn'st lāte
ker o sene	lar va	lar vae

# LESSON 30 (Continued).

li que fy	lit mus
mal le a bil'i ty	mam mal
met al	me tal'lic
mus cu lar	os'cil late
ow let	or i gin
par a sit ic	pes tle
pith ball	prop a gate
rar e fy	re cep ta cle
spig ot	sul phate
tar tar	test tube
ver te brate	vol a tile
zine	co he sion
	mal le a bil' i ty met al mus cu lar ow let par a sit ic pith ball rar e fy spig ot tar tar ver te brate

# LESSON 31.

## WORDS RELATING TO THE LANGUAGES.

ab la tive	ac cu sa tive	al lit'er a'tion
gram mar	gram mat ic al	pos ses sive
af firm a tive	an te ced ent	an te pe nult
ap pos i tive	aux il ia ry	ba thos
com par a tive	con so nant	co-or di nate
de clen sion	ex'ple tive	fem i nine
gen'i tive	gė rūn'dive	hor'ta to ry
im per a tive	Lat in ism	mas cu line
met a phor	me ton y my	nar ra tive
nom i na tive	ob so lete	ob' li ga to ry
o nŏm'a tope	ŏn'ō măt'ō pœ'ia	on'o mat'o po ĕt'ic
pas sive	par ti tive	plu per fect
rhyme	rhythm	sen tence
•	-	

#### LESSON 31 (Continued).

sub or di nate syl la ble sť něc'dô ché syn the sis syn o nym syn on'y mous syn op sis tau tol o gy te trăm'e ter pen tăm'e ter tran si tive tran si tion al trim e ter tro cha ic trō <del>eh</del>ēe fig ur a tive voc a tive ad ver sa tive h∳ pĕr′bō lē cop u la diph thong in ter jec tion sĭm'ĭ lā neu ter

# LESSON 32.

#### WORDS RELATING TO HISTORY.

ac ces' sion aide-de-camp Al ex an dri a Al ci bī'a des am mu ni tion an ni hi la ted A mer i can al lies' al lied an nī'hi la'tion ar chā'ic an tag o nism Ar is tī'des ar chi tec ture ar chi tec tu ral Ar'is tot le Ar'is to tē'li an Ar thur as sas si na tion Ar yan as sas si nate As syr'i an As to lat A the ni an at tack at tack er Au gus' tan au'gū ry Bab y lo ni an bel lig'er ent be sie ging siege Beth le hem Brit ons Brit ish Brit ta ny Can a da Cat i line Cau ca' sian cav al ry cen tu ri on cen tral i za tion civ i li za tion chev'a lier chro nol o gy Chris tian cit a del co los sal cŏm' mạn dạnt". colo nel col umn con fed er a cy con spir a tor Cos sacks

## LESSON 33.

## HISTORY (Continued).

cu në'i form Del a ware de moc ra cv de pend en cy ec cle si as tic al Dis sent er E liz'a běth'an E gypt E thi ō' pi an Ep i cu re an ex pe di tion fam ine for eign for eign er gov ern or Graeco-Persian Gre cian Greece He'ra Her cu les i dol a try in au gu ra tion in de pend ence Is ra el Jap a nese lieu ten ant Ma cau lay Ma<del>ch</del>i a vēl' ian Mar a thon ma neu ver Med i ter rā'ne an mas sa cred mo nar'chic al Mo sa ic op pres sion or a cle

del e gate di plo'ma cy ed i fice Eng lish e vac u a tion feu dal fu gi tive Great Brit ain guil' lo tine hi'er o glyph'ics im pe ri al Is ra el ites loy al ty Ma nil a mar tial Mem phis O lym pi an på p₹'rŭs ´

#### LESSON 34.

## HISTORY (Continued).

Par a dise Par'the non Phil'ip pines pon tif'i cate Prot'es tant Par'lia ment peas ant ple be ians Por'tu guese Pu ri tan ism

Phā'rā oh Pel o pon ne sian pŏl' y the ism Psy che quaes tor

#### LESSON 34 (Continued).

re bel lion Re nais sance Ram e ses rep re sent a tives sac ri le gious sar coph'a gus Sĕm'ītes scep ter se ces sion sen ti nel ser geant Sic i ly Sol o mon sov er eign sphinx St. Peters burg su prěm'a cy steppe su'ze rain ty Syr a cuse těn'ets The bans The mis' to cles Tes ta ment The' seus Ther mop'y lae tour na ment Tro jan in vin ci ble troops pre rog'a tive un con quer a ble war ri or

#### LESSON 35.

en hanced dis as ter en sconced lan guor im mi nence tract ex hort ex hor ta tion re frac to ry cap tain vil lain vil lain y re sent ment strat a gem tran sient stra të gic strat e gy per verse im pu dent vul ner a ble con cealed grăn' deur pal li ate o di ous pal li a tion own own er com'pe tent cru el ty cer tain sus tain ad vice en tice choose chose cho sen deal dealt death their per haps guilt

# LESSON 35 (Continued).

hes'i tan cy	wrath	al lot ment
sup ply	sup ply ing	sup plied
en dure	en dur ing	al lowed
in tel lect	in tel lec tu al	in tel li gent
el o quent	im mense	en no ble
sus pense	sep a rate	sep a ra tion
pre pare	prep a ra tion	re sour ces

# LESSON 36.

to geth er	reign	reigned
mo nar chic al	re scind	su per sti tious
per se ver ance	rep u ta tion	brav er
flour ish ing	ser vant	priv i lege
tem' per a ment	phi los o pher	ob sta cle
sym' me try	sym met' ric al	cloud ed
By ron	so lie it or	ad ap ta tion
sur prised	sus pi cious	sanc tu a ry
oc cur rence	ir re sist i ble	en light en ment
ad dict' ed	im' pe tus	di dac tic
hu mor	rep' a ra ble	o be di ence
tac i tur ni ty	ve rac i ty	con science
con sci en tious	con sci en tious ness	con scious
con scious ness	vil lage	right eous ness
far thest	char i ty	char i ta ble
shep herd	ex hort	ex hor ta tion
re peat	rep e ti tion	ab bre vi ate
in ter est	ex ist ence	nec es sa ry

#### LESSON 36 (Continued).

coun cil sole (only) soul (spirit)
pro fess pro fes sion e lu sive
dif fu sion hon or hon or a ble
dis hon or a ble os ten ta'tious de vel op

#### LESSON 37.

syn on y mous syn o nym .Job Wednes day el i gi ble strength Ma chi a vel ian phys ic phys ic al in ev' i ta ble mor als mo ral i ty speech es ex trav a gant at ten u a ted in gen u ous in gen ious ag' gre gate nar rat ing nar ra tive pe nal too con tempt i ble du el por ce lain fil a ment af fect ed qui es cent sus te nance spe cies sa lī' va in ci dents ath lete ath let ic cus tom er o mis sion o pin ion phy si cian pre dom i nant com mend a ble ut ter pac i fied al to geth er borne

Tues day per sist ent su per cil'i ous phys ics in dis' pu ta ble speech ex trav a gance crit i cise nar rate neg' li gence pen al ty un less ef fect ed lat er al sieve in stan ces mu si cian in no cent oc ca sion led Bel gi ans com mit tee

#### LESSON 37 (Continued).

prep a ra tion	pre par'a to ry	lus trous
there	poi son	poi son ous
pre cip'i tate	tem per a ture	lu mi nous
ab sence	ab sen ces	hy dro gen
per cep ti ble	fur ther	stĕ rē o t⊽pe
stě rē ŏp'ti con	vis i ble	in vis i ble
bar ris ter	del e gate	sou ve nir
pros e cute	per se cute	psÿ'chic

#### LESSON 38. - Dictation Exercise.

#### AN INCIDENT.

An incident occurred at the siege of a village in China, which illustrates how a particularly exasperating disappointment may truly prove a benefit.

Fascinated by the description of a soldier's existence, and hoping to be transferred to active service, William Smith had enlisted in the regular army. Two years of military life had developed and benefited him, although it had not procured for him the fame for which he had been planning and which he was determined on winning.

It befell, once, that Sergeant Smith, owing to his having been accidentally shot in the ankle, was left behind in camp. He was beginning to believe that the wound would not receive proper attention. Until he was shot he had been hurrying forward, stopping always with reluctance, and summoning all his will power to aid in subduing and

#### LESSON 38 (Continued).

controlling his not easily tamable impetuosity. Now he was sulking in his tent, studying a map showing the principal villages of the province, and wishing he had not been separated from his comrades.

"What principle did the Captain act on?" he said crossly to himself. "I am not blamable. I offered to go. It is not a privilege to stay here. I am not benefiting by it. Did I dissatisfy him? Does he disapprove, too, of me? What could impel him? I dissent from the order."

He seized his rifle and left the camp. It was noticeable that in doing this he committed a grave breach of discipline for which an acquittal would be difficult.

He had not gone far, and already was almost faint with pain, when he was startled by the appearance of something shiny.

"Spears," he whispered. Concealing himself, he watched them disappear in the woods. When they reappeared, he arose suddenly, fired his rifle, and rushed upon them. The Boxers threw away their weapons and fled tumultuously.

Smith was first reprimanded for his breach of discipline, and then, although he had disobeyed orders, was regularly appointed first a lieutenant and afterwards a captain.

#### LESSON 39.

Observe the sound of s in the last syllable of the following words:—

de ci șion	de lū șion	col lū șion
pre ci șion	il lū șion	oc ca sion
re vi șion	e lū șion	de ri șion
col li șion	dif fü şion	ex clū șion

The syllable sion in the above words is pronounced zhun. Observe the sound of s in the last syllable of the following words:—

ver sion	e mer sion	sub mer sion
ex cur sion	in ver sion	sub ver sion
con ver sion	as per sion	in cur sion
dis per sion	re ver sion	ex pul sion
im mer sion	di ver sion	o mis sion

The termination sion in the above words is pronounced shun. What is the difference between the two sets of words? State the rule for the pronunciation of the termination sion.

The termination sion immediately preceded by an accented vowel is pronounced zhun; the termination sion immediately preceded by a consonant of an accented syllable is pronounced shun.

## LESSON 39 (Continued).

# Pronounce the following words: -

man sion	con fū sion	ver sion
vi sion	as cen sion	con ver sion
con vul sion	con tū sion	dis per sion
sua sion	ex cur sion	as per sion
co he sion	ex plo sion	in ver sion

## LESSON 40.

Observe the sound of g in the following words:—

wrīt ing (not wrīti	n) watch inğ	sing ing
some thing	com ing	pud din <b>ē</b>
seek ing	help ing	go in <del>g</del>
be gin ninğ	judg inģ	not ing
fight ing	e ven ing	see ing
giv ing	say inğ	draw inģ

The dropping of the g is a sign of an uneducated person. Sound the t in the following words:—

kept (not kep)	cor rect	acts
just	ob ject	de fect'
per fect	ex cept	ab stract
crept	prod uct	ac cept'
dĭ rect'	påst	just as

Distinct enunciation is a sign of an educated person.

#### LESSON 41.

Observe the sound of u in the following words:—

dū ty	al lüde	de lūde
stū pen dous	e lūde	news (nūz)
il lū sion	lūte	re düced
e lū sion	stū pid	in düce
lū di crous	il lude	av'e nüe

The pronunciation of duty as dooty, and stupid as stoopid, is a sign of an uneducated person. Pronounce aloud the following words:—

ad düce'	tūne	con süme
a new'	de lū'sion	con clūde
il lū sive (not ziv)	ap ti tūde	con clū sive (not ziv)
cū'li na ry	im por tūne	in tū'i tive
jū' ve nĭle	Jū' pi ter	Lū cy
lū cid	Lū ther	lūke' warm
lū cre	plūme	pre clūd <b>e</b>
prē'lūde	pro dūce	res o lūte
res o lū tion	re sūme	slew (slū)
so lū tion	stū dent	sub düe
tūbe	dū ty	stū pid

# LESSON 42.

Observe the sound of th in the following words: -

moths	wreaths	cloths.	baths
mouths	laths	paths	oaths
with (prep.)	beneath	booth	be queatb

LESSON 42 (Continued).

In the above words th is sounded, not aspirated. Sound the h in the following words:—

$\mathbf{wharf}$	where as	what	whe ther
whale	when	why	$\mathbf{w}$ hile
where	which	where fore	where with
Whig	whet	wheel	$\mathbf{whey}$
whence	whiff	$\mathbf{whim}$	whine
whip	$\mathbf{w}$ hirl	whisk	whis tle
whi ther	whit tle	$\mathbf{whiz}$	whorl

Observe the sound of a in the following words:—

half	påst	aunt (not ant)	down (ao)
calf	åsk	läunch	town
pälm	grass	stäunch	ground
älms	dânce	läun dry	found
calm	glass	läugh	a round
psalm	com mand	däunt	how
sä <i>l</i> ve	°cåst	häunch	$\mathbf{crowd}$
halve	fåst	jäunt	sound
al mond	con trásť (v.)	häunt	$\mathbf{now}$
dra ma	gasp	täunt	$\mathbf{bound}$
gape	låst	läun der	al low
bälm	måsk	läun dress	cow
can't	måst	gäunt	house
shä'n't	påth	gäunt let	hound

In pronouncing ä and a the mouth should be open wide enough to insert two fingers. Read aloud the following:—

#### LESSON 42 (Continued).

What whim led White Whitney to whittle, whistle, whisper and whimper near the wharf where a floundering whale might wheel and whirl?

At half past two the crowd wheeled down town and then around the Capitol grounds.

## LESSON 43.

Observe the accent in the following words: -

		0
en tire'	mis con'strue	spe'cial ty
i de'a	im'pi ous	pas'tor al
in quī <b>'ry</b>	pre cēd' ence	cas'u al ty
es tate'	pĕr'emp to ry	dĕf'i cit
dis course'	re cess'	de fect'
mu sē'um	ir rev'o ca ble	des'pi ca ble
in dis' pu ta ble	lam'en ta ble	com' pa ra ble
in com'pa ra ble	a dult'	al ly' (n. and v.)
ad'mi ra ble	ad dress' (n. and v.)	ab' ject
va gā'ry	ā' li as-	ac clī' mate
a cu'men	Ăr'is to tē'li an	$\operatorname{con'}\operatorname{d}u$ It
bī'cÿ cle	leg'is la ture	prěf'ace (n. and v.)
ag'ri cul'ture	fi nance'	op po'nent
com' pen sate	dem'on strate	lĕg'ate
ir rĕp'a ra ble	ob'se quies	stra tē'gic
gŏn' dō la	con dō' lence	quī'nīne
the'a ter	rev'o ca ble	ex'quis ite

#### LESSON 44.

# Words often mispronounced: —

bī ŏg'ra phy to (not tū) sa tĭr' ic al do Īre' land for (not fur) at all (not a tall) Ī'rish develop them (not develop'm)oys' ter (not oish ter) both of them Par'lla ment rec'og nize au'thor (not a ther) tō' ward (tō' ērd) gov'ern ment (sound n) daugh'ter (not da ter) at tacked' (not attacted) slaugh' ter lī'brā ry (not li ba ry) cŏl'ŭmn per form' (not pre form) nā' tūre per haps' lit'er a ture per'spi ra tion (not pres) aës thet'ic chim'ney (not chim ley) lab' ở rá tở rỹ con spir'a cy e qua'tion (shun) ge og'ra phy (not jog) Fěb ru å rý (not Feb u) å rith'me tic (not rith) his'to ry (not histry) yeast (not east) sĕc'rē tā ry (not secertary) thôught (not thot)  $\delta f'ten (not ten)$  $s\delta f'ten$ drowned (not drownded) ath let'ics (not atheletics) what (not wut) was (not wus) ap pa rā'tus aux il'iar y (not auxilery) coûr'te ous bou quet' (not bō)

#### LESSON 45.

# Words often mispronounced (continued):—

bī'cğ cle fär (not fur) hoist (not hist) from (not frum) měas' ure (not mā'sure) gĕn' ti Ine hearth (not herth) a gain (a gĕn not a gān) hei nous (hā' nous) tī'ny pret ty (prit ty) hoof (not hoof) dĕaf (not dēf) roof (not roof) rĕp'tĭle dŏn'key (not dŭn) räth er ăn'swer săl mon fal'con Cau cā'sian (shan not zhan) Pal es tine squā' lor bron chī'tis Cin cin na'ti (not Cin cin natu) o běs'i ty jŏc' und lĕth'ar ġy ad'a man'tine swāthed arc tic (not ar tic) zō ŏl'o gy (not zoo) zō o log' ic al con sid er a ble pō'ĕm (not pōm) cru ĕl (not crule) fū'ĕl be tröthed height (not heighth) prom'ise (not promus) dis cern (diz zern) scru'pū lous ex traôr' di na ry sū pēr'flū ous be fore (not buf fore) Thames (temz) be hold (not buh hold) al bū'men be hind à dĕpt' (n. and adj.)

## LESSON 46. - Rule XIII.

Nom.	Poss.	Non.	Poss.
boy	boy's	girl	girl's
sol dier	sol dier's	cord	$\operatorname{\mathbf{cord's}}$
sleeve	sleeve's	stream	stream's
wid ow	wid ow's	fly	fly's
he ro	he ro's	vol ca no	vol ca no's
crowd	crowd's	doc tor	doc tor's
har bor	har bor's	heir	heir's

State the rule for the formation of the possessive singular. "The possessive singular of nouns is formed by adding an apostrophe (') and s to the singular nominative." Observe further:—

gyp sy	gyp sy's	spig ot	spig ot's
road	road's	mor tal	mor tal's
neigh bor	neigh bor's	squir rel	squir rel's
cel lar	cel lar's	pup pet	pup pet's
suit or	suit or's	an gel	an gel's
ar ti cle	ar ti cle's	bur glar	bur glar's

# LESSON 47.-Rule X1V.

Nom.	Poss.	Nom.	Poss.
friends	friends'	mar tyrs	mar tyrs'
veins	veins'	liz ard	liz ards'
law yers	law yers'	screws	screws'
wiz ards	wiz ards'	mes sen gers	mes sen gers'

#### LESSON 47 (Continued).

jail ers	jail ers'	men	men's
nails	nails'	wom en	wom en's
vi o lets	vi o lets'	chil dren	chil dren's
crea tures	crea tures'	helms men	helms men's

State the rule for the formation of the plural possessive. "The possessive of plurals ending in s is formed by adding an apostrophe only; the possessive of plurals not ending in s is formed by adding an apostrophe and s." Observe further:—

sta bles	sta bles'	stat ues	stat ues'
troughs	troughs'	tor rents	tor rents'
pas sen gers	pas sen gers'	South ern ers	South ern ers'
rai sins	rai sins'	spec ta cles	spec ta cles'
skel e tons	skel e tons'	com mand ers	com mand ers'
Brit ons	Brit ons'	crim i nals	crim i nals'
feet	feet's	teeth	teeth's
geese	geese's	mice	mice's
breth ren	breth ren's	ox en	ox en's

## LESSON 48.

goodness' sake	conscience' sake	Xerxes' army
Moses' seat	Peleus' son	Essex! death

For the sake of euphony the possessive of some singulars ending in sound of s is formed by adding only an apostrophe. A difference of opinion exists with regard to the following:—

#### LESSON 48 (Continued).

Adams's ExpressDickens's worksOtis's lettersJones's houseBarnes's historyBurns's poemsCharles's cupJames's hatHowells's novelsHolmes's works

The weight of authority is in favor of the additional s whenever euphony will admit, but some reputable magazines and newspapers use the apostrophe only. We sometimes see the following:—

Adams' Express Senator Jones' bill
Otis' letters Dickens' works
Howells' novels Hopkins' law

In some singulars of one syllable ending with seuphony demands the additional s.

Miss Pross's character Squire Cass's house
Mr. Foss's store Miss Gass's hat

A common mistake is Burn's poems and Dicken's novels, which means that the poems were written by Burn, and the novels by Dicken.

"In all cases the apostrophe is added to the nominative form." Observe further: —

Harper's Ferry

Dickens's novels

Barnes's histories

Briton's helmet

Britons' helmets

#### LESSON 48 (Continued).

a passenger's fare	passengers' fares
a weather-vane's arrow	weather-vanes' arrows
a wizard's book	wizards' books
a pumpkin's rind	pumpkins' rinds
a Quaker's bonnet	Quakers' meeting

#### DICTATION EXERCISE.

Burns's humor suggests Dickens's humor in its drollery. The soldiers' tents were near the gypsies' camp.

Barnes's histories, Howells's novels and Holmes's works are in the library.

Describe Miss Pross's appearance and Godfrey Cass's character.

### LESSON 49.

Be- to make ready fore (parare)	Aside to prepare (parare)	
pre pare	sep a rate1	im age
prep a ra tion	sep a ra tion	im a ging
in v <b>i</b> te	mem o ry	im age ry
in vi ta tion	mem o ra ble	im ag ine
de clare (de+clarar	re) mem o rize	im ag in ing
dec lar a tion	com mem o rate (Rule?	?) <b>im ag</b> i na ry
de cla ra tive	com mem o ration	in tel lect
de gr <b>a</b> de	de scribe	in tel lec tu al
deg ra da tion	de scrip tion	in tel lec tu al i ty
dev as tate	de scrip tive	in tel li gent
dev as ta ting	de scrib a ble	in tel li gence
dev as ta tion	in de scrib a ble	in tel li gi ble
	1 6	

<sup>1</sup> See a rat in separate.

#### LESSON 49 (Continued).

Make an observation concerning the emphasized letters. The letters in the derivatives are the same as in the root. Observe further in the following lessons:—

#### LESSON 50.

between to ask (rogare) in ter ro gate (Rule?) col lect bus y col lect i ble bus i ness (Rule?) in ter ro ga ting bus i ly in ter rog a tive un col lect i ble crit ic in ter ro ga tion col lec tion Again collect rec ol lect crit ic al pris on crit ic al ly pris on er rec ol lec tion Away to part crit i cise im pris on di vide im pris on ment di vis i ble crit i cism cyn ic con scious di vi sion con scious ly cvn i cism com mend gram mat ic al un con scious ly rec om mend gram mar con scious ness recom mend a ble gram mat ic al ly un con scious ness recom men dation

## LESSON 51.

ex am ine	sys te <b>m</b>	stra t <b>ē</b> ' gic
ex am in ing	sys tem at ic	strat e gy .
ex am i na tion	sys tem a tize	pro duce
gov ern	with measure (meter) . sym met ry	prod uct
gov ern or	sym met ric al	hyp o crit ic al
gov ern ment	sym met ric al ly	hy poc ri sy
cru el	em bar rass	hor ror

#### LESSON 51 (Continued).

cru el ly em bar rass ment hor ri ble
cru el ty em bar ras sing con cil i ate
mar ry de cide con cil i a ting
mar ry ing (Rule?) de cid ed con cil i a tion
mar riage de cid ed ly (Rule?) con cil i a to ry

## LESSON 52.

toge-ther measure in breathe com mode (Rule?) in spire civ il convenient being to make civ il ize coma mao di ous in spi ra tion act of out commod i ty ex pire 1 civ il i za tion ex pi ra tion 1 ac com mo date cen tral again ac com mo da tion cen tral ize re spire res pi ra tion con science cen tral i za tion con sci en tious char ac ter res pi ra to ry pos sess(Rule for sound of o?) con sci en tious ness char ac ter ize heav y char ac ter i za tion pos ses sive heav i er (Rule?) char ac ter is tic pos ses sion holy heav i ly sac ri fice per sist ent heav i ness sac ri lege per sist ence sac ri le gious heav i est per sist en cy

#### LESSON 53.

to to take (capere) ac cede to to move (cedere) ac cel er ate ac cept ing ac ced ed ac cel er a ting ac cept ance ac ced ing ac cel er a tion

<sup>&</sup>lt;sup>1</sup> S is in the sound of x (ks).

	ESSON 53 (Contin	ued).
with bread (panis) com pa ny	ac cess	ce l <b>e</b> r i ty
ac com pa ny	ces sion	short being (brevis) brev i ty
ac com pa ny ing	ac ces sion	ab bre vi ate
ac com pa ni ment	ac ces si ble	ab bre vi a tion
ac com pa nist	ac ces so ry	to to increase (crescere)  2C Crue
ac cuse	ac cord ing	ac cru ing
ac cus ing	ac cu mu late	ac crued
ac cu sa tion	ac cu rate	ac cus tom
ac com plish	ac cu ra cy	ac cus tomed (Rule?)

A, ab, ac, etc., are forms of ad, meaning to. The final consonant d, of the prefix ad, assimilates to the initial consonant of the root.

# LESSON 54.

fac ile (facilis)	holy to make sance ti fy (sanctus)	tem po (tempus, temporis)
easy the quality of being		time relat-
fa cil i ty	san <b>c</b> ti mo ni ous	tem po ral
fa cil i tate	san <b>c</b> ti ty	tem po ra ry
act of	the place where	with time relating to
fa cil i ta tion	sanc tu a ry	con tem po ra ry
ty rant	de scend	tem po rize
<b>tyr an</b> ny	de scend ant	mon o tone
ty ran nic al	de scent	mo not o ny
ty ran nic al ly	de s <b>c</b> en sion	mo not o nous

#### LESSON 54 (Continued).

mag na nim i ty tran scend ent mo nop o list
mag ni fy tran scend ent mo nop o list
mag ni fy tran scend ent al mo nop o list
mag ni fi cence tran scend ent al mo nop o list
mag ni fi cence tran scend ent al mo nop o list

#### LESSON 55.

with passion down to report (nuntiare) loving man phi lan'thro pist sym pa thy de nounce act of phi lan'thro py sym pa thet ic de nun ci a tion back sym pa thize phil an throp'ic al re nounce hating man mis an thrope rec og nize re nun ci a tion forth rec og ni tion mis an thro py pro nounce loves wisdom one who pen i tent pro nun ci a tion phi los o pher beside in to put pen i ten tia ry phi los o phy pa ren the sis phi lo soph ic al par en thet ic al pen i tence does one who against to put nature an tith's sis **ben e** fac tor phys ics act of phys ic al ben e fac tion an ti thet ic al does one who phy si cian hen a fit. mal e fac tor well saying act of act of ben e dic tion mal e fac tion phys i ol o gy saving be nef i cent mal e dic tion phys ic al ly mal ice phys i og'no my **ben e** fi ci a ry be nev o lent ma lev o lent phys i og'ra phy

# LESSON 56.

stone relat- (lapis, lapidis, stone	) between to pass s	spart to wear
lap i da ry	in ter cede (cedere)	) di gest
apart to throw stones di lap i date	in ter ced ing	di ges tion
di lap i da tion	in ter <b>ced</b> ed	di ges tive
di min ish	in ter ces sion	di ges ti ble
di min u en do	thor- to oughly advise per suade	pop u lace (populus) people relating to
di min u tive	per suad ing	pop u lar
dim i nu tion	per sua sion	full of pop u lous state of being
par tial	re peat (repetere)	
par ti al i ty	rep e ti tion	pop <b>u</b> lar ly
par tial ly	rep e tend	len <b>g</b> th
rel e vant	stren <b>g</b> th	length en
ir rel e vant rel e van cy	streng then streng then ing	length en ing length ened

# LESSON 57.

po si tion (positum	orward to move (cedere) pro ceed	across going act of tran si tion(he, hum)
prep o si tion	pro <b>cee</b> d ing	tran si tive
forth prop o si tion	pro <b>cee</b> d ed	in tran si tive
sign to make sig ni fy	nec es sa ry	tran si to ry
having		in go- relat- ing ing to
sig n <b>i</b> f i cant	un nec es sa ry	in i tial
sense	ne ces si ty	in i ti ate

## LESSON 57 (Continued).

sen si ble in i ti a tive mar ry sen si tive mar ry ing (Rule?) in i ti a to ry in sen si ble mar riage mys te ry in sen si tive marriageable (Rule?) mys te ries (Rule?) mys te ri ous ne go ti ate mod i fy ne go ti a ble mod i fy ing (Rule?) hon or mod i fi er (Rule?) hon or a ble ne go ti a tion

#### LESSON 58.

laws to make leg is late	hab i tat (habitare)	vegetate (vegetare)
having the power	dwells one who	growing capable of
leg is la tive	in hab i tant	veg e ta ble
leg is la ture	hab i ta tion	veg e ta tion
leg is la tion	ha bit u ate	veg e ta ri an
leg is la tor	ha bit u al ly	re venge
in tent	con trol	a venge
in ten tion	con trol ling (Rule?	) ven geance
in ten tion al	con trol la ble	wit ty
tol er ate	un con trol la ble	wit ti cism (Rule?)
tol er a ble	typ i fy	one who trai tor
in tol er a ble	relating to typ i cal	having the quality trai tor ous
tol er a tion	vac il late	hu mor
tol er ant	vac il la tion	full of hu mor ous

#### LESSON 59.

phan tom heir vac cine vac ci nate phantasmagoria in her it vac ci na tion sub stance he red i ty he red i ta ry pre dict (dicere) sub stan tive pleas ant prob a ble pred i cate pred i ca tive prob a bly peas ant pheas ant prob a bil i ty pred i ca tion plu ral heav y re pent plu ral i ty heav en re pent ant state of being Phil ip par tic u lar re pent ance Phil ip pines particularly (Rule?) lim it Phi lip pic par tic u lar i ty lim it ing.

## LESSON 60.

lim i ted hes i ta tion mer ry mer ri ment (Rule?) lim' it a ble hes i tan cy mim ic il lim' it a ble move mov a ble (Rule?) mim ic ry ex cla ma tion im mov a ble tyr an nous ex clam a to ry tyr an nize love ex pla na tion lov a ble ex plan a to ry se quence con se quence hur ry **sc**ene se quen tial hur ry ing (Rule?) scen er y con se quen tial scen ic hur ried scen ic al hur ried ly (Rule?) in con se quent

# LESSON 61.

State the rule from Lesson 53, applied in the following: —

to to say (dicere) ad dict	to to do (facere) af fect	to to play (ludere) al lude
ad dict ed	af fect ing	al lud ing
ad dic tion	act of af fec tion	al lu sion to draw near (propiare)
ar rive	af fec tion ate	ap proach
ar riv al	al lot	ap proach a ble
to to be visible (parere)		to to stretch (tendere)
ap pear	al lot ting (Rule?)	at tend
ap pear ance	al lot ted	at tend ant
al low	al lot ment (Rule?)	at tend ance
al low ance	ar range	at ten tion
to to try (temptare) at tempt	ar ran ging (Rule?)	ar rest
	ar range ment (Rule?)	) a <b>r r</b> aign
at tempt ing	itting act of (sessio) SOS SiOn	as sault
	SOB BIOL	
at tempt ed	as sess	$\operatorname{suave}\left( egin{matrix}  ext{suavis}, \\  ext{pleasant} \end{matrix} \right)$
to to prize a <b>p p</b> re ci ate	one who as ses sor	to make pleasant as suage
ap pre ci a tion	as sess ment	assuaging (Rule?)
	to to lighten (levis light)	
a <b>p p</b> ro pri ate	al le vi ate	assuagement(Rule?)
a <b>p p</b> ro pri a tion	al le vi a tion	af fi da vit (fldare, to trust)
		to spo-may be (fari)
mis ap pro pri ate (Rule?)	as sid' u ous	af fa ble

# LESSON 61 (Continued).

collect in a flock ing (gregare)		to to bestow (tribuere)
gre ga ri ous	as si dū' i ty	at trib ute (v.)
to a <b>g g</b> re gate	ap par ent	at tri bute (n.)
ag gre ga tion	ap pa ri tion	relating to at trib u tive

# LESSON 62.

with relate cor re late	with to send col league (legare)	with COM	to send (mittere) mit
cor rel a tive	col lege	com	mis sion .
with note con note	col le gi ate	com	mit tee
con no tate	together to bind (nectere) con nect	with COM	to order (mandare) mand
on no ta tive	that which con nect ive	com	mand er
con no ta tion	con nec tion	com	man dant

Col, com, cor, co, cog, are forms of con, meaning with or together. The final consonant of the prefix con assimilates to the initial consonant of the root.

with to rule (regere) COT Tect	with to trade com merce	com mend
cor rec tion	com mer cial	worthy of being com mend a ble
capable of being cor ri gi ble	to bring (conferre	c, collatum) COm ment (mens, mind)
in cor ri gible	col la tion	com men tate
to break cor rupt	col lect	com men ta tor

## LESSON 62 (Continued).

cor rup tion	col lec tion	com men ta ry
cor rupt i ble	col lect i ble	col lat er al
to strike col lide	col lect ive	com mon (communis)
col li sion	cor re spond	com mune
col lude	cor re spond ent	co <b>m m</b> u ni t <del>y</del>
•	that which	
col lu sion	cor re spon dence	com mu ni cate
col lo quy	com mod i ty	com mo dore
col lo qui al	ac com mo date	com mo tion
to gnaw cor rode	strong to make cor rob o rate (robare)	wrinkle cor ru gate (rugare)
cor ro sion	com mem o rate	com mis er ate
cor ro sive	com men su rate	col lo di um

## LESSON 63.

out to plunge (mergere)  • merge	in to plunge im merge
out migrate ( <i>migrare</i> )  em i grate	in migrate <b>im</b> mi grate
out to entice (lacere) e lic it	not permitted (licere) il li cit
out play e lude	upon play il lude
e lu sion	il lu sion
out to project em i nent	in to project im mi nent
em i nence	im mi nence

Ex (with the forms e, ec, ef) means out; in (with the forms ig, il, im, ir) means in (into, on) or not.

#### LESSON 63 (Continued).

to to do af fect

al lude

al lu sion

to to take

ac cept ance

al lit er a tion

to letter making act of

ac cept

out to make (facere) in to make ef fect in fect e lude il lude il lu sion e lu sion out to take in tak ing ex cept in cep tive ex cep tion in cep tion out of centre not letter to make (litera) il lit er ate ec cen tric out to pick (ligere) ir reg u lar el i gi ble out to labor ir rel e vant e lab o rate ir re spon si ble e lapse el o quent ir rev er ent ir re sist i ble ef fi cient out to flow (manare) ir rec on ci la ble em a nate not measured ef fer ves cent im mense ef fer ves cence il lim it a ble el lipse **im** mac u late in born (natus) el lip tic al in nate out to to bring (aggerare) **im** me di ate ex ag ger ate ef fec tu al

#### LESSON 64.

in i tiate

over to take (surprendre, surpris) sur prise

sur mise (surmettre, surmis) over charge sur charge

under to carry (portare) sup port under to fill (plere) sup ply under fills that which sup ple ment

## LESSON 64 (Continued).

over to make (facere)
sur feit
over mount

sur mount

over to pass sur pass under to place sup pose under to press

su**p p**ress

under to bring (gerere)
sug gest

The prefix sur means over; the prefix sub (with the forms su, suc, suf, sug, sum, sup, sur, sus) means under. The final consonant of the prefix sub assimilates to the initial consonant of the root. The prefix sur remains unchanged.

sur plus

render sur rend er

to live (vivere)

**sur** vive

sur round

to see (videre)
sur vey (v.)

sur' vey (n.)

sur veil lant

that which

sur veil lance

sur coat

under to lie down

to go (cedere) suc ceed

suc cess

to warn (monere)

su**m m**on

(summa from sub) Su**m** mary

under to gird (cingere) Suc cinct

suc cor

to make (facere) suf fi cient

to pour

suf fuse

#### LESSON 65.

before to cast against to bid for bid fore cast before bode not to get fore bode for get before thoroughly fore shad ow for give before thoroughly fore stall for swear before utterly lost fore seen for lorn hefore against to strive for sake fore run ner

The prefix fore means before, and is spelled fore; the prefix for usually means negation or thoroughness.

fore fa ther for get ting fore fin ger for got ten for bid den fore most for băde fore thought for bid ding fore taste fore go ing for gave for giv en fore gone fore sight for sworn for sook fore know fore most for sak en

#### LESSON 66.

through to take (capere) thoroughly to form per ceive per form to walk (vadere) to do (facere) per vade per fect year relating to to stand per en ni al **per** sist to carry to advise per pe trate per suade to breathe to follow per spire per se cute sees that which to turn per vert

The prefix per means through, thoroughly.

per spec tive per son (sonare, to sound)

to let go (mittere) per mit

per fec tion

per se vere

per ma nent

to be strict

to stand (manere)

per ceiv ing per cep tion per cep ti ble per pe tra tion per spi ra tion per son al per son age per mis sion per en ni al ly

per mis si ble

per form ance per sist ent per sist ence per sua sion per se cu tion per verse per ver sion per se ver ance per ma nence hangs (pendere) **per** pen dic u lar

per va ding seen may be per spic u ous

per pen dic u lar ly

having the quality

per spi cu i ty

per se vered

#### LESSON 67.

The prefix para = beside or against. The prefix meaning equal is equi.

phrase par a phrase a writing par a graph

of one another par al lel

to loosen par a lyze to feed par a site a changing

par al lax to throw par a ble

pa rab o la against a thought par a dox

par al lel ism par al lel o gram

un par al leled pa ral y sis

distant equi dis tant

sided equi lat er al

angles relating to equi an gu lar

weighted equi pon der ant value

e quiv a lent

balance e qui lib ri um weight

e qui poise night

e qui nox relating to

equi noc tial powerful e qui po ten tial e qui val ue

voice relating to e quiv o cal

The prefix en = to make. The root meaning equal is equal.

to make able en a ble to make noble en no ble

to make melt en am el

to make e qual ize

e quiv o cate

e qual i za tion capable of being e qua ble

# ADVANCED RATIONAL SPELLER OCT 61

#### LESSON 67 (Continued).

en act e qual i ty
en am or e qua tion
en am eled e qua tor
en fee ble e qua to ri al

## LESSON 68.

Anti (Greek) = against. Ante (Latin) = before.

passion an tip a thy an te ced ent to give to go (cedere) an ti dote an te cede an te cham ber an tith e sis an ti cli max an te date an tip o des an te me rid i an an tip o dal an te chap el an ti thet ic al an te mun dane an ti chris tian an te nup tial an ti py rine an te pran di al an ti sep tic an te ri or an ti fe brile an te room an ti so cial ist an te ced ence spleen an ti splen e tic an te ce den cy an ti sla ve ry an te ce dent ly an ti scrip tu ral an te di lu vi an an ti-A mer i can an te pe nult

## LESSON 69.

ac quaint	as cent
ac quaint ance	as cen sion
ac qui esce	as cer tain
ad jec tive	be cause
ad mis si ble	be fell
ad van ta geous	be lat ed
ad vise (v.)	chro nom e ter
ad vice (n.)	chro nol o gy
ad vis a bil i ty	chron o log ic al

State the meaning of the prefix in the above words.

cam paign	coarse	com pe tent .
can non	clim <b>b</b>	com pe ten cy
cease less (Rule?)	climb ing	com pe ti tion
close ly (Rule?)	com bus ti ble	com plete ness
com pli ment (Mean'g?)	con demn	con sist ent
com pli men ta ry	con demn ing	con sist en cy
con spic u ous	con tem po ra ry	con tempt i ble
con tin gent	coun cil (Meaning?)	crowd
con tin gen cy	coun cil or (Meaning?)	dealt

# LESSON 70.

Peri = around. Epi = upon or in.

measure per im e ter	ep i dem ic	en e my
heart per i car di um	heart ep i car di um	en e mies
seed per i carp	ep i der mis	en mi ty

## LESSON 70 (Continued).

column	writing	on ties mont/Dule 2\
per i style	ep i gram	en tice ment (Rule?)
per i stal tic	ep i gram mat ic	drown ing
walk per i pa tet ic	saying ep i logue	dum <b>b</b>
bone	tomb	dumb
per i os te um	ep i taph	ear nest
flower	putting	
per i anth	ep i thet	ear nest ness
phrase per i phrast ic	cutting e pit o me	ec sta sy
por a parase ro	o pas o mo	co som sy

## LESSON 71.

es pe cial ly	far ther	de spond ent (Prefix?)
ex ceed	far thest	de ceased
ex ceed ing ly	fas ci na tion	de spond en cy
excite ment (Rule?)	Feb <b>r</b> u a ry	dis eased (Meaning of prefix dis?)
frail ty	gen er os i ty	hun gry
cru el ty	gnawed	hordes
loy al ty	griev ance (Rule?)	im i tate (imitari)
spe cial ty	guard ing	im i ta ble
hap pened	guilt	in <b>i</b> m i ta ble
heard	guar an tee	in ap pli ca ble
height *	guil lo tine	in dis pen sa ble

## LESSON 72.

		••
in flam ma ble	rainbow i ri des cent	i tal i cized
in ter rupt	re sist i ble	jeal ous y
in ter rup tion	ir re sist i ble	jour ney
its 1	ir re spon si ble	jour neys (Rule?)

<sup>&</sup>lt;sup>2</sup> The possessive its is written without an apostrophe.

## LESSON 72 (Continued).

journeying (Rule?)	judg ment	la ter (Meaning?)
ju ve nile (juvenis)	know ledge	lat ter(Meaning?)
leath er	ac know ledg ment	mam moth
leath ern	lei sure	man ner
heath er	loose ly (Rule?)	man ner ism
heav i er	lone	man tel(Meaning?)
lead	lone ly	mag a zine

## LESSON 73.

mead ows	me di ae val	pas tor al
mar vel ous	black bile mel an choly (melas)	pe rus al
min i a ture	mon ey	pic tur esque
to bind (ligare) o bliged work (opera)	o pine	plau si ble
op er a	o pin ion	sta tion a ry
op er a tion	per ma nent	stud ied
per son age	per ma nence	steel
stead y	mem o randum (Root?)	suit or
stead i ly (Rule?)	mem o ran da	suit a ble
peas ant	mo tor	sov er eign
pleas ant	no ti cing	sov er eign ty

# LESSON 74.

# Pre = before.

to stretch (tendere) pre ten sion	first prim i tive	pres ence
to come (venire) pre vent ive	prin ci p <b>le</b> ¹	qui et
to be strong (valere) pre vail ing	re nun ci a tion	qui et ly

<sup>&</sup>lt;sup>1</sup> Principle and its synonym rule both end in le.

#### LESSON 74 (Continued).

pre his tor ic rep ri mand quar ter re view quan ti ty pre em i nent to run (currere) ri pened (Rule?) quan ti ties (Rule?) pre cur sor to ask (rogare) pre rog a tive rode (Meaning?) read y scru pu lous pre ëx ist ence read i er pre dom i nant sim i lar read i ly laugh pre cede sim i lar i ty rid i cule realm dis sim i lar (Rule?) ri dic u lous splen dor sim i lar ly scin til late

#### LESSON 75.

a web (tela) sub tle ref er ence sure sub tle ty pref er ence sus cep ti ble sub tly reign sus pend sub tle ness reign ing sus pen sion slug gish (Rule?) re lief (Rule?) sweeps red dish re sist ance main tain sep a rate re sem blance main te nance sep a ra tion right sus tain rec og nize right eous sus te nance right eous ness rec og ni tion throne some what stat ure un scru pu lous

#### LESSON 76.

varytaste less (Rule?)viewvary ing (Rule?)tan gi bleve to ingvarie gatedtem per a mentwon derwrecktem per ancewhose

#### LESSON 76 (Continued).

wreck age than ab hor rence their ad mi ra ble wrap to tal ly (Rule?) wrapped threat en a bun dance threat en ing trag e dy u su al ly (Rule?) trag ic symp tom with passion un u su al ly treach er y sym pa thy

#### LESSON 77.

type to make weath er ad mir ing typ i fy relating to typ ic al wrought ad mis si ble col umned yield ad ap ta tion un cer tain yield ing ad just ed vield ed ad vance ment (Rule?) un nec es sa ry ab stain af ter un con scious ver bal ab sti nence a grā'ri an vin die tive ab so lute a live vir tue ad min is tration altar

### LESSON 78.

Ab = from.

from a mi a ble a priori a sun der from to swear a pos te ri or i a mong ab jure from loose a pos tro phe a mount ab solve a rith me tic am pli tude a the ism an ces tor a roused a the ist heard may be au di ble (audire) an ces tral as cer tain

#### LESSON 78 (Continued).

an cient gap ing (Rule?) au di ence ath let ie bar ba rous won drous a vow al bare Bas sa ni o awk ward ba sin bed lam

LESSON 79. Al = relating to.Cle = little. skin spher ic al cu ti cle root rad i cle e co nom ic al song ec cle si as tic al can ti cle body e go tis tic al cor pus cle foint el lip tic al ar ti cle au ri cle gram mat ic al stomach sym met ric al ven tri cle feather phil o soph ic al pin na cle pe ri od ic al par ti cle skin psy cho log ic al pel li cle ver ti cal bar na cle coal rad i cal car bun cle hand ty ran nic al man a cle

#### LESSON 80. - Dictation Exercise.

#### A CONVERSATION.

Two soldiers from Cincinnati met in the Philippines at Manila after somewhat similar and weird experiences. Macaulay offered Thackeray a chair, and choosing one for himself, proceeded to develop a surprise.

"I'm making preparations to go home, old man," he said.

"What luck!" said Thackeray. "There will be too many of us left here. Take me."

"I believe that would be a privilege which can't be effected, though I perceive a sea voyage would be beneficial to you."

"Yes. My wound still pains me. Got it in the bush. Dusky villain of a guide preceded me. Eight Filipinos in ambush seized me."

"Too bad, old man," said Macaulay much affected.

"It's a bad principle to believe in these Filipinos. They are so accustomed to tyranny that their faith is Punic. The Filipinos need development badly."

"Truly said. Our principal purpose now is to keep their bands separate. Want my Dickens's novels, or some Women's Rights literature to read on the steamer? Good by."

## LESSON 81.

#### WORDS USED IN PHYSICS.

bal ance	con cen trate	ba rom e ter
tie	ty ing (Rule?)	gas
touch	si phon	air
Fah ren heit	mi crom e ter	ten sile
gauge	den sim e ter	prin ci ple
par af fin	e vap o ra ting	con dense
cord	per ma nent ly	ful crum
de tach a ble	con tin u ous	e qui li brant
piv ot	height	bare ly
hook	pul ley	gas es

## LESSON 82.

#### WORDS USED IN BIOLOGY.

fi brous
pro to plasm
crea ture
def i nite
cil i a
breathes
there fore
fer tile
con triv ance
scal y
le vel ops (Rule?)
ĺ

## LESSON 83.

#### WORDS USED IN CHEMISTRY.

crys tals	el e men ta ry	mouths (Rule?)
ox i da tion	am mo ni um	wheth er
oc curs (Rule?)	pre vi ous	moulds
bril liant	piece (Meaning?)	add
bril lian cy	ob serv ance	neu tral ize
pneu mat ics	hole	once
de scend	chlo ride	brought
whole	chlo rine	in o dor ous
me chan ic al	La voi si er	in di vis i ble
u nit	erys tal li za tion	Priest ley

## LESSON 84.

## CHEMISTRY (Continued).

nec es sa ry	ab sorbs	di vid ed
re sem ble	peel (Meaning?)	fur ther
there by	oc curred (Rule?)	oc cur rence
lat ter	cir cuit	e rect
bī chro'māte	chro mi um	bleach er
ar sē'ni ous	floc cu lent	man ga nese
per cent	mor tar	cot ton
per cent age	mat ters	col or
blew (Meaning?)	some thing	col ored
lev el	nick el	col or less

## LESSON 85.

#### WORDS USED IN HISTORY.

Syr i a	ren dered (Rule?)	Il i ad
which	Phoe ni cian	Od'ys sey
where	de i ties	down
where in	prov ince	frieze
coun cil (Meaning?)	sub ju ga ting	Aē gē'an
coun cil or	Pal es tine	A ehĭl'les
A pol lo	ban ish ment	writ ing (Rule?)
middle land Med i ter ra ne an	ex il ing (Rule?)	whose
A crop o lis	re nowned	Men e la us
led (Meaning?)	cap i tol (Meaning?)	ad van ta ges
siege	far sight ed	U lys ses
Ther mop'y lae	far sight ed ness	ar chi tect

# LESSON 86.

# HISTORY (Continued).

stat ues	Cly tem nes tra	Per sia
Prop'y lae'um	ig no rant	Hel les pont
Prop'y lae'a	Pe nel'o pe	Sic i ly
sculp tor	Ar ca di a (Greece)	Si cil ian
writ er	lit er a ture	He rod'o tus
or a tor	Prax it'e les	Aes'chy lus
or a to ry	Eu rip'i des	Venus de Milo
their (Meaning?)	mar bles	Phi lip'pic
phi los o phy	fore most (Prefix?)	gen ius
Xen o phon	vo lup tu ous	ex cel

## LESSON 87.

in sti ga tion mane (Meaning?) adapted (Meaning?) nei ther asks ad'ap ta'tion tem po ral (Der.?) ex ag ge ra ted a dapt a bil i ty ought (Meaning?) pat ro nym ic con cern in di cate spec i fi ca tion con cern ing in dic'a tive op ta tive tru ly lev el rev e la tion school schemes ac cu sa tion Da nish sphere ac cu sa tive suc ces sion (Rule?) glad i a to ri al col lege in no cent lit er al ly wretch ed chose al tar (Meaning?) yield ing (Rule?) cho sen

## LESSON 88.

suf fix	ex ploits	fur thest
in de ci sive	ex clud ing	slip per y (Rule?)
gal ax y	un a vai la ble	birds (Rule for plural?)
coun sel (Meaning?	)strat a gem	de lir i um tre mens
con' fer ence	ef fort	cor re spond ing ly
dep re da tion	ex ist	pu pil
as sail (Rule?)	acceptable (Rule?	)fro zen
per ma nent ly	ac cept ance	de ter mine
tech nic al	han dle	de ter mi na tion
teams	er rand	strict ly
mu ti late	com pa tri ot	clause
mu ti nous	com pas sion ate	as sist ed (Rule?)

# LESSON 89.

watched	treat ment	moun tains
pro mo tion	Nic a ra gua	suc cess ful (Rule?)
syl lo gism	com pelled (Rule?)	cus toms -
wel fare (Rule?)	nec es sa ri ly	cus tom er
com pete	pur suit	prac ti cal
com pe ti tion	guard ed	part ner ship
de ny	here	in'flu ence
de nies (Rule?)	high er	in flu en tial
like ly (Rule?)	in cit ing (Rule?)	cor rupt (Rule?)
un der hand	tithe	Scot tish
sel dom	par ish	Scrip tures
ac com plish ments	(Rule ?)	qual i fi ca tions

# LESSON 90.

gour mand (Meaning?) Ar cite		re ward
gourmet(Meaning?)met'a phys'ics		a void
chrys an the mum	tra pe zi um	post poned
her ba ceous	trap e zoid	con sol i da tion
schism	week (Meaning?)	il la tive
pel i can	swol len	Hy men
man i kin	cyg net	H⊽'mē nē'al
cyc la men	um brel la	em bas sa dor
far thest	be stows (Rule?)	not equal non pa reil
pa go da	hos pice	pro pri e tor
in dom i ta ble	thirst	whose
re cip ro cal	scen ic	im plore
ab ra sion	scen i cal	val iant

## LESSON 91. - Dictation Exercise.

#### THE BOERS.

The Boers are an original people. They worship the Christian Deity with conscientious and consistent fervor. The pleasant life of the veldts has left them leisure for hunting; they excel as marksmen and are excellent riders. The valor and strategy displayed by them on numerous occasions leave no room for criticism. They are versed in the stratagems of war and are well supplied with ammunition. The exhilaration of open air life makes them healthy; few of them are diseased or have symptoms of disease. They have the advantage of being better acquainted with the country than the British, and their chosen ground for fighting is among the kopjes, where they make their appearance in miniature armies before the British are conscious of their presence. Mounted upon their indispensable ponies, before they can be interfered with, and with an utter absence of fear, they make sudden and irresistible descents upon the British, which are very embarrassing to the imaginations of Britain's rulers.

The heroes and deities of the Iliad and Odyssey fought no more bravely than do these untutored denizens of the veldts and kopjes.

## LESSON 92.

ep i cure ex plain gen tian dip ping (Rule?) ty rant a nem o ne op ti mis tic weak (Meaning?) ge ra ni um lus cious clem a tis ea ger o le an der fi er y mar jo ram o ver whelm ing rose ma ry as sist ant re strain ing (Der.?) co nun drum demonī'a cal (Der.?) sleep walking (ambulare) oc cu py ing (Rule?) Swe den som nam bu lism Dun sin ane Hi ber ni ans pa thos Caw dor par lia men ta ry hand some Nor we gian cir cuit ca pa bil i ty pre sen ti ment ref er ee vīs' count ruf fian am nes ty vīce' roy a ris ing a za le a marchioness (Suffix?)

# LESSON 93.

mort gage	Pres by te ri an	nice
		at the same time
bar on ess (Suffix?)	war like	si'mul ta'ne ous
so lic it or	Mo ham med an	se quen tial ly
re sus ci ta ted	new com ers	sus pense
mon as ter y	ro man tic	pro pi ti ate
prel ate	prej u dice	per tain ing
U'ni tā'ri an	viv id ly	pro claim
in im i cal	mur mured (Rule?	) proc la ma tion
state li ness (Rule?)	khe dive (kå dev')	cer e mo ni al

#### LESSON 93 (Continued).

ap pěl'late can on (Meaning?) chan cel lor lit ur gy lit er a ry lit a ny ex alt ed con quer or ep ic ep och bar ba rous im mor tal (Rule?)

#### LESSON 94.

dim (Rule?) fa ther ex pe ri ence en clo sure dime (Rule?) far ther (Der. ?) bot tom (Rule?) like ness (Rule?) rec om pense fre quent ing ex trav a gant gyp sy gyp sies (Rule?) pre ëx ist ing ex trav a gance contemporaneously no tice sad ness ep i sode (Der.?) turn' key prom i nent ex claim Charles Darnay e pis tle ex clam a to ry in de fat i ga ble con vin cing (Der.?)kin dred no bil i ty ex cla ma tion

ex cla ma tion kin dred no bil i ty
lis ten er for mer ly ru i na tion
cri er (Rule?) life re sponse (Der.?)
ca jole lives dom i neer ing (Der.?)

## LESSON 95.

chron i cle in ter Sam son
rec on noi ter in terred (Rule?) rhyth mic
frol ick ing dis in ter (Rule?) un quench a ble
frol ic as ton ish Ma cau lay
stat ue (Meaning?) as ton ish ment Thack er ay
stat ure (Meaning?) a fraid The oc ri tus

## LESSON 95 (Continued).

haugh ty	strug gle	re tir ing (Rule?)
haughtiness(Rule?	)life less (Rule?)	re tire ment (Rule?)
conversion 1	pre dic tion	per son al
ex cus a ble	par tic u lar ly	tre panned
re pel	re late	ret i cence
re pel lent	rel a tive	pa tron

# LESSON 96.

sparse	vil lain y	laud a ble
Jew	wran gle	lin net
Jew ish	wrath	leg ate
passed (Meaning?)	khan	Steele
past (Meaning?)	o be di ence	trum pet er
tem po ra ri ly	te mer i ty	Je ru sa lem
su per cil i ous	speculative (Der.?)	re or gan i za tion
mor als	predeces sor (Der.?)	steal (Meaning?)
sat <b>ire</b>	pre ci sion (Der.?)	stole
sat ir ize	ten den cy	sto len
sa tir ic al	rhi noc e ros	taw dri ness

# LESSON 97.

tran scen den tal ist par tridge (Der.?)		al le giance
Queen Anne	les sen ing	deaf ened (Rule?)
re form	ac quaint	dis charge (Prefix?)
ref or ma tion	without government an arch y	dis cov er
rem i nis cent	mon arch y	d'i dac tic
rem i nis cence	mo nar chic al	ex ot ic

<sup>1</sup> State the rule for pronunciation.

#### LESSON 97 (Continued).

ol i gar chy ter ra pin em bas sy su per flu i ties ol i gar chic al en su ing (Rule?) right opinion as cet i cism E gyp tian or the dox other to to swear het er o dox ep i thet (Prefix?) ad jure from ep i taph (Prefix?) het er o ge ne ous ab jure lac te al ad dict ed in dorse ment ac quire sor cer y e lim i nate

#### LESSON 98.

ex'qui site clas sic al eq ui page con ferred (Rule?) con du cive ex haust con sid er ex haust ive coun ter feit com pli ance con sid er ate col o nize com pro mise Car lyle Cae sar force ful (Rule?) fas tid i ous fiend (Rule?) in still flu ent glam or bar ris ter Bib li cal By ron bit ing (Rule?) Bur roughs hip po pot a mus hal yard hid e ous Ger man ism

## LESSON 99.

cap'taïn¹ Christian (chan)² pas tor al s fil ial (yal)s foun'taïn Bel gï an pa ren tal a e ri al moun'taïn Nor we gï an cor po ral in i tial

<sup>1</sup> Ain short is pronounced in or en.

I an is pronounced ian, yan, or with s or t, shan or chan.

<sup>\*</sup> Al is pronounced al.

<sup>4</sup> Isl is pronounced isl, yal, or, with t or c, shal. Whenever the pronunciation is in, en, or at the spelling should not be ian or ial.

#### LESSON 99 (Continued).

cer' taïn	Egyptian(shan)	fu ner al	spe cial
vil_laĭn	mu si cian (shan)	tem po ral	ma te ri al
chief tain	ruf fian (yan)	sev er al	se quen tial
mur raĭn	Cas pi an	pri me val	par tial
a gain (ĕn)	gen tian (shan)	o rig i nal	mar tial
bar gain (ĕn)	Cau ca sian (shan)	$\mathbf{me}\mathbf{di}\mathbf{ae}\mathbf{v}a\mathbf{l}$	su per fi cial

## ' LESSON 100.

State the rule for the formation of each of the following possessives.

princess's father	hermit's cave
country's sake	Malory's King Arthur.
Laertes' character	Yankees' defeat
Longmans' edition	Hopkins' law
Lyly's Euphues	witches' prophecy
Keats's poems	Hughes's works
Wilkie Collins's novels	Holmes's essays
be fall <sup>1</sup> be fell re call mis spell fore tell un well	to drive (pellere) com pel re pel im pel dis pel ex pel pro pel
in stall	re bel
re fill	ex cel

 $<sup>^{1}</sup>$  English words ending in double l used as roots retain the double l in the derivative words.

### LESSON 101.—Compound Words.

nose-glasses aide-de-camp commander-in-chief rose-colored color-blindness Graeco-Persian well-grounded well-proportioned hot-headed high-strung snow-covered self-centered self-sacrifice blindman's-buff self-possession self-righteousness sleigh-bell self-satisfaction self-conceit quilting-bees great-grandfather self-condemnation gas-burner bird's-eve old-fashioned grass-grown word-building ill-treated rose-breasted snow-bound well-behaved well-disposed whip-poor-will great-grandson father-in-law mother-in-law jew's-harp free-soil weather-beaten warm-hearted

### LESSON 102. - Dictation Exercise.

#### A SCHOOL EPISODE.

It happened once in a certain school that a chosen committee received an invitation from the Faculty to conduct a series of examinations. Probably their ready acquiescence was due to the criticism that it was a noticeable fact that,

#### LESSON 102 (Continued).

though the pupils could prove that monopolies were foreign to American principles, though they could solve algebraic problems by the column and though they could write volumes on ancient civilization, yet they were not acquainted with the more advantageous knowledge of the pronunciation and derivation of common words. This surprise reduced many pupils to despair, among them an especially sensitive boy named Arthur Coleridge. His neighbor across the aisle, Philip Byron, was by no means of similar temperament, being quite without conscience. On this occasion, therefore, he did not hesitate to ask Arthur for a summary of his answers. The latter was thereby placed in a dilemma. He hated to refuse, yet he felt that the proposed dishonesty might prove disastrous to them both. Finally he said, "I cannot be responsible for what you have been too indolent to learn."

Now it happened that the whole occurrence had been witnessed by one of the conductors of the examination, who forthwith summoned young Byron to the desk. This conscienceless youth told a plausible story; but the examiner interrupted him by saying, "Let me relieve you of the necessity of inventing a tale. I understand the incident thoroughly. Any repetition of your offense will be sufficient cause for suspension."

Let us hope that this occurrence, which might have proved a mimic tragedy, taught both the boys a permanent lesson.

## LESSON 103.

ab sorbs (Rule?)	break age	can non (Meaning?)
a cũ'men	bub ble	cap i tal (Meaning?)
ad just ed (Der.?)	Bun yan	cem e ter y
ba sic	un ex am pled	ces sion (Meaning?)
bev er age	bur y	se ces sion (Der.?)
bed lam	bur ies (Rule?)	çham ois
bor der (Meaning?)	bur ied	cheer
bor der ing	bust ling	Çhi ca'go
bos om	cab i net	chim ney
both	cal lous	chim neys (Rule?)
bowl der	cal en dar (Meaning?)	choice
brace let (Rule?)	Ca naan	Ten nes see 1 (n.)
brag ging (Rule?)	Can a da	ces sa tion

# **LESSON 104.**

cir cu la tion	zeph yr	con dense
cir cum fer ence	com par i son	con dens er
cir cum stance	com pre hen sive	con den sa tion
cir cum lo cu tion	com plex ion	con duct
cir cum nav i gate	con cealed	con fi dence
cir cum scribe	con cen ter (Der.?)	con fer ence
cit a del	con cen trate	con flict
cite (Meaning?)	con cen tra tion	con se quence
ci vil i ty (Der.?)	con cise	con spire
clas si fy (Der.?)	in ci sion (Der.?)	con spīr a cy
cod i cil	in ci sive	con sum ma tion

<sup>1</sup> A way to remember it is to spell it "t-e-double n, e-double s, double-e."

## LESSON 104 (Continued).

to run ( <i>curerre</i> ) cur rent	con tain ing
con cur rent	con tend
con cur rence	con ten tion
con tin u ous	con ten tious
	con cur rent con cur rence

# LESSON 105.

	LESSON 103	).
con vert ed	counsel (Meaning?	Sir Roger de Cov- erley
con vey ance	coun sel or	ered u lous
cop y right	coun te nance	cross bow
body (corpus, corporis) cor po ral	course (Meaning?)	crowd
cor' po rate	cour te ous	cur rant (Meaning?)1
in cor po rate(Der.?	cour te sy	cu ri os i ty
cor po ra tion	cous in	in ter pret ed
dan gled	de li cious	de liv er ance
	hrough drawing	J
de not ing (Rule?)	) di a gram	dun geon to dry (siccere)
de vout	de sir ous (Rule?)	
dis creet		du ra bil i ty
dis cr <del>ĕ</del> tion	an angle di ag o nal	ed i ble
dis band	di ag o nal ly(Rule?	')e go tis tic
du al (Suffix?)	measure di am e ter to enclose	ei ther
dis tinc tion	di a phragm	E laine

<sup>&</sup>lt;sup>1</sup> Derived from Corinth, whence the small dried grape was first imported.

## LESSON 106.

do nate	du el (Meaning?)	em pha sis
don or (Der.?)	Emerson	em pha size
dow ry	George Eliot	em bel lish
en coun ter	en cum brance	em bel lish ment
en er gy	e nig ma	en sconced for a day
en ter prise	en trance	e phem er al
e ques tri an	er ror	es cape
eu lo gy	er ro ne ous	Eu phu es
eu lo gis tic	well speak- rela- ing ting to eu phe mis tic	eu phu is tic
e vac u ate	ex cite ment (Rule?	ex cru ci a ting
ex er ci ses	ex hib it	ex u ber ant
ex ist ence	ex hi bi tion	ex on er ate
ex or bi tant	ex pres sion	ex trem i ty

# LESSON 107,

vil lain ous	gay e ty	gild (Meaning?)
pa vil ion	gen der	gilt (Meaning?)
fal ter	ges ture	hea then
fa mous	ges tic u late	height
fault	gin ger	hence
fa vor a bly	gran deur	hin drance
flee ing	great (Meaning?)	hoard (Meaning?)
flick ers	group ing	hon ey
flour ish ing	growled	husks

## LESSON 107 (Continued).

flut ter ing	$\mathbf{gud} \ \mathbf{geon}$	hy phen
fren zy	guilt (Meaning?)	i de'a
gauze	Guin e vere	ig nite
gaol er or jail er	ha bit u ate	ig ni tion
	peculiar to- gether a mixing id i o syn cra sy	to bear (portare)
i den ti fy	id i o syn cra sy	im por t <b>a</b> nt
i den ti fy ing (Rule?	) im paired	im por tance

## LESSON 108.

im pression ist (Der.?)	in ces sant (Der.?) in dus tri ous
im pres sion is tic	in con tro ver ti ble in flamed
	(Der.?)

	(201)	
in del <b>i</b> ble	in dem ni ty	in ex haust i ble
in fat u a tion	in gre di <b>e</b> nt	in sol vent
in stead	in ten tion	in ter est
in tro duced	in ven tion	i tem ize
Ir ving	in'ven to ry	joŭst
Job	ju di cial	juice
reign (Meaning?)	ju ries	kind ling
a nab a sis	jus tice	Vic to ri an
lan guor	le gions	lev i ty
lev y	lib er ties (Rule?)	li cen tious
made (Meaning?)	main'te nance	ma ny

#### LESSON 109.

Si las Mar ner me lo'di ons měn ace meth od mas sa cring midst match Mi caw ber min strel sy ma te ri al mis hap' min ute mat ters (Rule?) mō' bĭle mod ern lat ter (Rule?) moi e ty mon u ment mea ger more over must neck lace mu tu al means meant no blest nerv ous noise noth ing ob serv er nois y nov el ist (Rule?) oc cu pant nois i ly (Rule?) of (Meaning?) nu mer ous nooks off (Meaning?) of ten

## LESSON 110.

on ly	o pen ly	pal pi ta tion
one (Meaning?)	op u lent	shown capable of being os ten si ble
pails (Meaning?)	op u lence	os ten ta tion
par ent	ox i dize	os ten ta tious
pa ren tal	ox i da tion	par tic i pa tion
pas try	pat tern	pe cul iar
per e gri na tion	peo ple	pe cul iar ly (Rule?)
per il ous	perch ing	pe cūn' ia ry
pe ri od	pes ti lence	pe cun ia ri ly
pet ty	phrase	plague
pil grim age(Rule?)	phras al	plen te ous
poor ly	pli ers (Rule?)	ple o nas tic
-	pours (Meaning?)	prem ise
pri ma ri ly (Rule?)	- •	prem i ses

# LESSON 111.

prep o si tion	pre ten tious	pri më' val
prop o si tion	pri va cy	prof fered (Rule?)
Prot es tant	pro to type	pul mo na ry
pun gent	quar an tine	quite (Meaning?)
qui et (Meaning?)	rail'ler y	rapt (Meaning?)
re al ly (Rule?)	.Charles Reade	reared
rea son a ble	reck less	re frac to ry
rea son a bly	re lent less	re li gious
re luc tant	rem nant	re new al
re luc tance	re mov ing (Rule?)	re plen ish
re mark a ble	re morse	re pu di a tion
re mem brance	ren dez vous	re sort
re quire ment(Rule?)	req ui site	rĕs' pĭte

# LESSON 112.

re splen dent	re vered	rise
re sult ant	rib bon	ro guish
re turn ing	rid ing (Rule?)	round
sa li va	sap phire	seen (Meaning?)
sēi $g$ n ior	se ques ter	se quel
se ren i ty	ses sion (Meaning?)	sev er al
shel tered (Rule?)	shook ·	shows (Rule?)
Sir Philip Sidney	sight (Meaning?)	sim plic i ty
since	slaugh ter	source
smooth	slaugh ter ing	spe cial ized
so journed	sou ve nir	spē'ciēs
spec i fi ca tion	spin dle	splen dor
stretch	lul la by	stand ard
Lau rence Sterne	strick en	striv ing (Rule?)

trait

#### LESSON 113.

ces sion (Meaning?) sub trac tion (Predx?) sur round ing cite (Meaning?) sus pi cion sub sti tu tion style (Meaning?) su per in tend ent sus pi cious (Prefix?)

sub mit ted (Rule?) su per sti tion sўr up

taf fe ta ta per (Meaning?) throne (Meaning?) tar ried threw (Meaning?)

tax es three fold tran sient

tri ple tur quoise un at trac tive un dis turbed

un known (Prefix?) un kempt (Prefix?) un ea sy

un learned up heav al up per most u ten sil u sage u su ry

vain (Meaning?) vē'nal ut ter ance

ven ti la ted ven ture some vet er i na ry

### LESSON 114.

thrown (Meaning?) site (Meaning?) those ta pir (Meaning?) though through (Meaning?) wandering (Meaning?) vein (Meaning?) vo ra cious wondering (Meaning?) wood (Meaning?) what

won (Meaning?) with out wrought writ ten (Rule?) zo'dĭ ac zinc Ed mund Spen ser zo dī'a cal reign (Meaning?)

Sir Thom as More Hen ry Field ing Thom as Gray Thom as Camp bell John Locke

Thom as De Quin cey

Oliver Wendell Holmes Goe the Schil ler

## LESSON 115.

## WORDS USED IN CIVIL GOVERNMENT.

ad mi ral	pen sion	trea son
or gan ize (Der.?)	pen sion er	ex pend i ture
or gan i za tion	ser vi tude	at tain der
sta tis tics	a bridg ment	brib er y
of fi cial	cit i zen (Der.?)	el i gi ble
jurisdiction(Der.?)	pros e cu tion (Prefix?	)in el i gi ble
con sti tu tion al	per se cu tion (Prefix?	el i gi bil i ty
Bri tan nic	ex pense	hos tile
cit i zen ship	trea son a ble	hos til i ty

## LESSON 116.

## CIVIL GOVERNMENT (Continued).

com mit tee	con sul	a dop tion (Der.?)
ad journ	con su lar	a dopt ed (Meaning?)
ft nance'	rep re sen ta tion	a dapt ed (Meaning?)
fi nan cial	e nu mer a tion (Prefix?)	fed er al ist
fi nan ci er	di plo ma tist	an ti-fed er al ist (Prefix?)
im post (Der.?)	cen sus	con serv a tive
im posed	sen ate	lib er al
im po si tion	sen a tor	dem o crat ic
ap por tion (Rule?)	as sem bly (Der.?)	re pub lic
e lect or al (Der.?)	as sem bled	re pub lic an
min is ter	un ion	trib une
ad min is tra tive	re jec tion (Der.?)	tri bu nal

#### LESSON 117.

#### CIVIL GOVERNMENT (Continued).

le ga tion (Der.?) con vene de fect (Der.?) se cu ri ty tri al con ven tion pol i tics rev o lu tion (Der?) mi nor po lit i cal rev o lu tion a ry mi nor i tv del e ga tion states men de cree u na nim i ty ten ant ma jor ten ure (Der.?) ma jor i ty bank rupt cy confederate (Der.?) pro vin cial pro hib it (Prefix?) con fed er a tion pro hi bi tion pro pri e ta ry cap i ta tion (Der.?) ex ec'u tive (Der.?) pre text (Prefix?) de cap i ta tion ex ec'u tor (Der.?) per pet u al (Prefix?)

#### LESSON 118

# CIVIL GOVERNMENT (Continued).

a mend ment(Der.?) com merce (Der.?) quo rum in her ent de fen sive func tion in val u a ble al li ance e mol u ment ju di cia ry (Der.?) accordance (Rule?) pres i dent ju rist (Der.?) in sti tu tion pres i den tial pro mot er (Der.?) rev e nue pres i den cy ob nox ious do mes tic pro vi sion im mu ni ty rat i fy de ni al (Rule?) immunities(Rule?) rat i fi ca tion res ig na tion in va sion in dus tri al dis a bil i ty (Rule?) in sur rec tion na tion al i ty ag ri cul ture re ces sion (Der.?) league ag ri cul tur al

## LESSON 119.

## CIVIL GOVERNMENT (Continued).

in a bil i ty	ordinance (Meaning?	) con sti tu t	ion
pur su ance (Rule?)	sec re ta ry	ar chives	
ord nance (Meaning?)	re pris al (Der.?)	ac cred i ted	(Rule?)
treas u ry	pres i den cy	cus to dy	
treas u ries (Rule?)	ur gent	cus to di an	l
at tor ney	ve to	re sid ing	
prescribed (Prefix?)	ve toes (Rule?)	res i dent	
proscribed (Prefix?	)sig na ture	Eu ro pe an	ŀ
bal lot	cau cus	en voy	
va can cy	ex cise	plen i po ter	ı ti a ry
trans ac tion	man u fac tures	na val	(Der.?)

## LESSON 120.

# CIVIL GOVERNMENT (Continued).

pol i cy	pri or	com pen sa tion
sal a ry	in ter na tion al	au dit (Der.?)
	(Prefix?)	
sal a ried	ar bi trate	au di tor
in voice	ar bi tra tion	cur ren cy (Der.?)
cer ti fy	ar bi ter	comp trol ler
cer tif i cate	an nu al (Der.?)	an nu al ly
gra tu i ty	im pris on ment	bu reaus
gra tu i tous	ma rine	reg is ter
a cad e my	mi li tia	ad ju tant
e quip ment	mil i ta ry	mu se um
su per vi sion	su per vi so ry	gra tu i tous ly

#### LESSON 121. - Dictation Exercise.

#### GEORGE WASHINGTON.

February 22d is the birthday of a renowned man whose statue stands at the east front of the Capitol, occupying a prominent position. A man of commanding stature he was, strong and athletic, of gentle sympathy for women and children. Enmity and vengeance were foreign to his character and furthest from his desires. In all juvenile sports he endeavored to instill into himself that love for the principles of justice, veracity, and courteous dealing which made his personality unique in history. Sound in his advice to others, he was apparently ever ready to have others advise him. He was formally elected the first president of the United States in 1788, and was inaugurated the ensuing year. Whether of princely or peasant blood is uncertain, but surely no prince ever occupied a more conspicuous place than he, when as the general of the allies, he wrested from England's sovereign the sovereignty of the American Colonies.

Our past is known; our future can only be surmised. Formerly a handful of petty states, we have passed with unparalleled rapidity into one of the mightiest sovereignties of the world. It is apparent, too, that there is no parallel to the inter-mixture of our blood; we are divisible into many races, but not divided in patriotism. We are allied to many peoples; we are English, Irish, Scottish, French, German, Italian and Scandinavian, with a more near resemblance to the English Our democratic

#### LESSON 121 (Continued).

government is an apparition arraigning the despotisms of the Old World. With the completion of the Nicaragua Canal, the perfection of Marconi's telegraph and the invention of a safe method of aerial navigation by dirigible balloon, we shall become a still more potent factor in the world's councils.

## LESSON 122.

		•
Lou i si a na	Mis sis sip pi 1	ac cused
lus trous	Con nect i cut	of fi cer
John Ly ly	Mas sa chu setts	tar iff
pro file	Del a ware	Wales
prop er ties	North Car o li na	or na ment
would (Meaning?)	Rhode Is land	dis cord
wright (Meaning?)	doi ly	be com ing
rode (Meaning?)	doi lies (Rule?)	swear ing
far to write tel e graph to sound	vac il la ting	des o late
tel e phone	tes ti mo ny	val u a ble
to see tel <b>e</b> scope	un de şigned	con sid er a tion
pro mis cu ous ly	fal si ty	harm ful (Rule?)

## LESSON 123.

un ap pre ci a tive	os cil la tion	pre cip i tate
great est	pos ses ses	ly co po di um
di rect	per cep ti ble	mag ne si um
di vine	a que ous (Der.?)	al che my
doc trine	trans par ent	mi ca

<sup>&</sup>lt;sup>1</sup> A way to remember it is to spell it, M-i double s, i double p,

#### LESSON 123 (Continued).

in struct ed	oc ta he dron	sil i ca.
gift	va lid i ty	gyp sum
a cute ness (Rule?)	ven ti la tion	cru ci ble
how ev er	sur gi cal	blow pipe
length	bear (Meaning?)	bro mine
por trayed	in sen si bil i ty	a lem bic
pow der	ex act ly	plat i num
mag net	lead (Meaning?)	pot ash

#### LESSON 124.

ni ter	res cu ing (Rule?)	met al lur ġy	
al ka li	hor ror	cor al	
mer cu ry	breaks (Meaning?)	mol lusk	
hy dro gen	nour ish ment	sta lac tite	
chlo rine	ve na tion	mas to don	
cal ci um	com bus tion	gas e ous	
al um	me tab o lism	hỹ′ġĭ ēne	
rite (Meaning?)	om niv o rous	pa pil'lae	
rode (Meaning?)	car niv o rous	crys tal line	
ox i di zing	in sec tiv o rous	cen trip'e tal	
det ri men tal	min er al o gy	cen trif u gal	
shad ow	min er al o gist	rar i ty	

### **LESSON 125.**

#### THE DEER HUNT.

A college professor, whose health obliged him to take a holiday, wrote to an old cavalry friend, inviting him to a hunt. The old soldier was a warm-hearted, weather.

#### LESSON 125 (Continued).

beaten, but scrupulous individual, who had none of those vacillating traits which mar the judgment of inactive men. He sent an acknowledgment of the professor's letter, accepting the invitation. A definite place and a definite date were fixed upon, and they departed.

Soon they were in the mountains toiling up at a steep angle, now losing themselves in the woods, anon coming out on the side of the mountain where the professor, who possesses an innate love of the beautiful, would pause for a bird's-eye view of the valley and point out some shepherd with his flock far below. But his friend had a new rifle whose virtues he wished to prove, and hurried him on. They did not drink from the mountain pools, which are often polluted by vegetable matter, but from a crystal stream gushing from an aperture in the rocks. The professor frequently paused to collect flowers which were entirely new to him. "Consider the lilies of the field," he said. "I refuse," replied his friend. "But I will converse with thee concerning the deer of the woods." After much perseverance and persistent effort they reached an upland lawn where they saw a doe grazing peacefully in its primitive home. But now the sensitive, high-strung animal raised its quivering nostrils in the air, scenting the polluting presence of human beings, conscious of being attacked by those who would ruthlessly destroy it, poising with delicate balance on slender legs, ready to flee for safety, and then, swift as the wind, was away. But the pursuing bullet was swifter and too well directed. "How

#### LESSON 125 (Continued).

far are men removed from the angels," sighed the professor, "and how barbarous are they to slay such divine creations." However, to accommodate his friend, he helped him with the disagreeable task of carrying the deer. A fine deerskin rug on the floor of the professor's library commemorates his only deer hunt.

## LESSON 126.

#### DOMESTIC WORDS.

scis sors	dough nut	cro quette
cru et	beef steak	Char lotte Russe
cau li flow er	sand wich	bis cuit
rad ish	me nu'	yeast
rhu barb	rasp ber ry	maize
as par a gus	cur rant	car a mel
a pri cot	sauer kraut	co coa nut
buf fet (fā)	ba na na	rai sin
mar ma lade	blanc mange (bla mangh')	on ion
sir loin	mac a roon	her ring
hal i but	fric as see	mac a ro ni
bar be cued	bo lo gna	pheas ant
mě ringue (răng)	nou gát'	syl la bub
sau sage	mus tard	alm ond
bisque	om e let	må'yōn'naise
car rot	cof fee	sug ar

## ABBREVIATIONS.

Rbl. Barrel. B. C. Before Christ. A. B. Bachelor of Arts. B. L. Bachelor of Laws. A. C. (Ante Christum) Before Bus. or bush. Bushel. Christ. A. D. (Anno Domini) In the C. year of our Lord. Cal. Calendar, California, Acc. Account. Capt. Captain. Adj. Adjective. Cent. A hundred, or Centigrade. Adv. Adverb. cf. (confer) Compare. K. or Kt. (Ætatis) Of age; Co. Company; County. Aged. C. O. D. Collect on delivery. Agt. Agent. Col. Colonel; Colorado. Ala. Alabama. Con. (Contra) Against. Alaska. Alaska. Conn. or Ct. Connecticut. A. M. Master of Arts. (Ante Cr. Credit; Creditor. Meridiem) Before Noon. Cts. or cts. Cents. Amer. American. Amt. Amount. Cwt. or cwt. Hundredweight. Anon. Anonymous. D. Ans. Answer. D. C. District of Columbia. Apr. April. D. D. Doctor of Divinity. Ariz. Arizona. Dec. December. Ark. Arkansas. Atty. Attorney. Del. Delaware. Dem. Democrat. Aug. August. Dept. Department. Ave. Avenue. Dict. Dictionary. B. D. L. O. Dead Letter Office. B. A. Bachelor of Arts. Do. or do. (ditto) The same. Bal. Balance. Doz. or doz. Dozen.

97

Dr. Debtor; Doctor; Dram.
D. V. (Deo volente) God willing.
Dwt. or dwt. Pennyweight.

E.

E. East.
Ed. Edition : Editor.

e.g. (Exempli gratia) For example.

E. Lon. East Longitude.

Eng. England; English.

Esq. Esquire.

et al. (Et alii) And others.

Etc., etc. or &c. (Et cetera) And so forth.

Ex. Example; Exception; Exodus.

F.

Fahr. Fahrenheit.

Feb. February.

Fla. Florida.

Fr. France; French.
Fur. or fur. Furlong.

G.

Ga. Georgia.

G. A. R. Grand Army of the Republic.

Ger. German.

Gov. Governor.

Gr. Greek; Grain.

H.

H. B. M. His or Her Britannic Majesty.

H. I. H. His or Her Imperial Highness.

Hist. History.

Hhd. or hhd. Hogshead or hogshead.

H. M. His or Her Majesty.

Honorable.

H. R. House of Representatives.

I.

Ib., ib., Ibid. or ibid. (Ibidem) In the same place.

id. or Id. (Idem) The same.

Id. Idaho.

I.e. or i.e. (Id est) That is.

///. or ///s. Illinois.

 H. S. (Jesus Hominum Salvator) Jesus, the Saviour of Men.

incog. Unknown.

Ind. Indiana; Indian; India.
Ind. T. or Ind. Ter. Indian Ter-

ritory.

Instant. (The present month.)

Int. or int. Interest.

lo. Iowa.

It. or Ital. Italic; Italian.

J.

Jan. January.

Jr. or jr. Junior.

K.

Kan. or Kans. Kansas. Ken. or Ky. Kentucky.

L

L., l. or £. Pound sterling. Lat. Latin; Latitude.

1. c. Lower case.

Leg. or Legis. Legislature; Legislatures.

Lit. D. or Litt. D. Doctor of Literature.

LL. D. Doctor of Laws.

Long. or long. Longitude.

Lou. or La. Louisiana.

L. S. Place of the Seal.

Lt. or Lieut. Lieutenant.

#### M.

M. Monsieur; (Mille) Thousand; Meridian, or Noon.

M. A. Master of Arts.

Maj. Major.

Mar. March.

Mass. Massachusetts.

M. C. Member of Congress.

M. D. Doctor of Medicine.

Md. Maryland.

Mdse. Merchandise.

Me. Maine.

Messrs. Gentlemen; Sirs.

Mich. Michigan.

Minn. Minnesota.

Miss. Mississippi.

Mile. Mademoiselle.

Mme. Madame.

Mo. Missouri.

Mont. Montana.

M. P. Member of Parliament.

Mr. Master or Mister.

Mrs. Mistress (missiz).

**MS.** Manuscript.

MSS. Manuscripts.

Mt. Mount.

#### N.

N. Noon; North.

N. A. North America.

N. B. (Nota bene) Note well.

N. C. North Carolina.

N. Dak. North Dakota.

N. E. North-east; New England.

Neb. Nebraska.

Nev. Nevada.

N. H. New Hampshire.

N. J. New Jersey.

N. L. or N. Lat. North Latitude.

N. Mex. New Mexico.

No. or no. Number.

Nov. November.

N. Y. New York.

W. S. Nova Scotia.

N. W. North-west.

#### 0.

O. Ohio.

Oct. October.

Okl. Oklahoma.

Ore. or Oreg. Oregon.

O. S. Old Style.

Oz. or oz. Ounce.

#### P.

Pa. or Penn. Pennsylvania.

Ph. D. Doctor of Philosophy.

Phil. or Phila. Philadelphia.

Pk. or pk. Peck.

P. M. Post Master; (Post Meridiem) Afternoon.

P. 0. Post Office; Province of Ontario.

Pro tem. or pro tem. (pro tempore) For the time being.

Prox. or prox. (Proximo) Of the next month.

P S. Postscript.

Pwt. or pwt. Pennyweight.

٩.

Q. Question; Query.

Q. E. D. (Quod erat demonstrandum) Which was to be proved.Qt. Quart or Quantity.

12.

Received.

Rep. Representative; Republican; Reporter.

Rev. Reverend.

R. I. Rhode Island.

8.

S. South; Sign; Signor.

S. A. South America; South Africa; South Australia.

S. C. South Garolina.

Sc. or sc. (Scilicet) To wit.

Scot. Scotland.

S. Dak. South Dakota.

S. E. South-east.

Sec. Secretary; Second.

Sept. September.

Serg. Sergeant.

S. L. or S. Lat. South Latitude.

Sp. Spain.

St. Saint; Street; Strait.

Supt. Superintendent.

Surg. Surgeon.

S. W. South-west.

T.

Tenn. Tennessee.

Tex. Texas.

7r. or tr. Translator; Translation; Transpose.

Ψ.

Ult. or ult. (Ultimo) Last; Of the last month.

Univ. University.

u. s. (ut supra). As above.

U. S. United States.

U. S. A. United States America.

U. S. N. United States Navy.

U. S. S. United States Senate.

U. S. V. United States Volunteers.

٧.

V. or v. Volume; (Vide) See; or vs. (Versus) Against.

Va. Virginia.

Vid. or vid. (vide) See.

Viz. or viz. Namely.

w.

W. West.

Wash. Washington.

Wis. Wisconsin.

W. Lon. West Longitude.

Wt. or wt. Weight.

W. Va. West Virginia.

Wyo. Wyoming.

X.

Ymas. Christmas.

Ŧ.

Yd. or vd. Yard.

**5**.

zoöl. Zoölogy.

